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THE  
SCHOOL JOURNAL

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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIV.

For the Week Ending April 27, 1907

No. 17

OSSIAN LANG, Editor.

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## A Fair Deal for all the Children.

Jacob A. Riis has done great things and has said some very foolish things. For the good he has done he will always be honored. The greater happiness of the poor people who are directly benefited by his noble efforts is perhaps his best reward. He has contributed to making the lives of many cleaner, brighter and sweeter. For this he deserves the fullest measure of the gratitude of this generation. But it does not necessarily follow that he is wise in all things. In politics, for instance, he has frequently betrayed a lack of comprehension of conditions. And in education he certainly does not speak the thought of one who has studied the subject and has conscientiously followed the development of its various phases. To those who know his lack in this direction, it was not astonishing therefore that he should oppose Superintendent Maxwell's plea for free eyeglasses for pupils in need of them, by so thin a retort as, "Why not go further, and give the children watches?" Dr. Maxwell is perfectly right in the stand he has taken, and Jacob Riis's position is ridiculous.

It was to be expected that the charity workers would attack Dr. Maxwell's plan. His suggestion was practically a reflection upon them. It is supposed to be their business to study the needs of the poor, to meet these needs as far as possible, and to appeal to the general public when a serious situation is found which they cannot by their own efforts and resources control. If they had attended to the matter of free eyeglasses—they now declare themselves able and ready to handle the matter—there would have been no need for the head of the school system to take the initiative.

There are fundamental principles involved in the question. It is the duty of the common school to strive to equalize as much as possible the educational opportunities of the children. The school seeks to correct the evils of inequality which society has developed, as far as lies in its power. The point is to give the young a fair start in life. Whatever is needed to accomplish this must be done, and the doing of it will prove a saving to society. On leaving the school the pupils should have an equipment fitting them for the responsible exercise of their freedom from educational authority. The furnishing of free text-books has long been declared essential to an American administration of the common schools. To be sure there are a number of towns, among them Rochester, for instance, which have not yet waked up to a recognition of their duties in this respect. But no sensible person has yet arisen who can honestly defend these exceptions. A fair deal for everybody—is the American principle, and it is that upon which the common school stands.

The charity workers will be even more shocked than they are at present, when they learn that the supplying of free breakfasts, and even free clothing to needy children, is not outside of the scope of the common school. And the acids of their

physical organism will increase still more when they discover that educators are sincerely praying for a final elimination of charity workers altogether. Charity is to be cultivated as an essential ingredient in every life. You have turned it into a profession. Think of it, society divesting itself of the troublesome thought of those in distress, by appointing agents to deal with the problem! The individual robbed of the refining influence of the responsibility for his suffering sister and brother! No one will ever be able to calculate how much mischief has been wrought in the world by charitable institutions. The individuals relieved of the care of the orphans, the hungry, the distressed, the suffering, have been shut out from the exercise of a human element that more than any other can raise them from mere animalism to divinity.

And the agents? The Workers? Those to whom is assigned the looking after "charity"? Ask the poor themselves. Often these would rather do without the most urgent necessities of life than to accept them from the agents of "charity." Strange as it may sound, among the very agents are people whose souls have a hard time to keep alive. The divine work becomes a mechanism, the routine of a specialist. That is why there are haughty, better-than-thou laborers. That is why there are among them vivisectors whose principal satisfaction is the diagnosis of great suffering. That is why there are cold-blooded charity inspectors who consider it their chief business to prove the sufferers liars.

The common school of the future will be a truer charity organization than any now in existence. Above all things will the needs of the children be more intelligently and more lovingly looked after. The progress toward this end is inevitable. One development after another is inaugurated, not with the blare of trumpets, but quietly, by the true friends of mankind. How much protest would have been stirred up by those whose minds were not in tune with the spirit of humanity, if the question of school nurses had been less unobtrusively handled! As it was, the thought matured in the mind of one of God's own daughters, Miss Lillian D. Wald; and when the time was opportune, the nurses became a logical part of the school system.

The care of the children's eyes is essential to educational accountability. The school takes the children at a time when the foundation must be laid for the future physical, intellectual, and moral health of the young. The law compels children to go to school. The least which reason can ask is that the child shall not be injured there. From this purely negative side it can be shown that the eyes must receive the most careful consideration. Reading and writing and other activities may injure them permanently. The only excuse for the omission of ocular inspection is inability to supply it. Dr. Maxwell does not ask that every child who needs glasses should be supplied with them, but only the children needing them and not having



them. When Jacob Riis comments, "Why not go further and give the children watches," he betrays an ignorance of school responsibilities equalled only by that of the charity workers who protested to the Board of Education. Mr. Burlingham, at one time the head of the Board of Education, went so far as to admit that the city was fully able to bear the expense by saying, "It's the principle of the thing; not the cost," that he felt constrained to denounce.

The graduates of the olden times are doomed to see many more of these "socialistic" notions crop up. The world is still young. Mankind has not stopped growing yet.

The people are gradually finding out that the schools belong to them, and are not laboratories set apart for persons desiring to practice the art of teaching. There is being brought home to the parents as never before, the fundamentality of the truths, that the parents are responsible for the education of their offspring, that the common schools represent so many centers of communal co-operation in education, that ideally teaching is an educational co-operation of the school with the home.

There has been in the past too much of a professional caste spirit, making education the profession of hired specialists who require the submissive co-operation of the homes in their endeavors to form the children of others in approved moulds. The study of education, to be sure, is a profession. So is the study of religion. The practice of education should be no more confined to professional educators than the practice of religion should be limited to ordained priests. The public education societies are gradually finding out this fact, and they will work out a new conception of educational responsibilities.

The Merchants and Manufacturers' Association, of Milwaukee, after examining methods of choosing school boards in fifty principal cities of the country, has decided that the St. Louis system is the best. Cleveland's election is considered by popular vote the next best.

Prof. Paul H. Grummann has been appointed director of the summer session of the University of Nebraska, succeeding Prof. T. M. Hodgman, who has accepted the presidency of Macalester College, at St. Paul. A number of new features have been planned for the coming session. A model high school will be conducted upon the campus by expert teachers of the State. A large number of interesting departmental lectures will be given in addition to thirty general lectures. Supt. W. E. Chancellor, of Washington, D. C., has been secured for four lectures.

### Overpressure in High Schools.

Associate Supt. E. L. Stevens, who, as chairman of the Board of Superintendents' Committee on High Schools, in his report prepared for Dr. Maxwell's annual report, speaks of the overcrowding of the high school course:

"As to the quantity of work required in our high schools it is, of course, regulated largely by our syllabuses. The quantitative standard has been set for our schools very largely by the eastern colleges. The increase in the demands made by these colleges has been felt, first, in the syllabus prepared by the college entrance examination board; second, in the quantity of work required of all students in the better high schools. High school men all over the country, I think, are beginning to realize that the quantity of work required of the high school pupil, even if he be preparing for college, has become too great.

"I am quite sure that we have been requiring too much quantitative work in physics; that in geometry

much original work has been added without any diminution in the amount of book work, and that our requirement in Latin or in German means altogether too many hours of daily study and preparation. Our work in English has been too difficult in that it calls for definite and exact knowledge of certain English texts which are of little or no interest in themselves, and which, to the student, have little present or historical value.

"We have been unfortunate in being compelled to set in our high schools for reading and study a great number of books selected by the well-known committees of the several associations of colleges and preparatory schools, and hence, for lack of time, have been unable to offer to our students for reading many other books that are equally valuable and which contain matter of much greater interest and closer connection with the interests of their lives."

### A School of Trades and Crafts.

Mr. O. M. Becker is vigorously interested in the advancement of national industrial training, and wants Chicago to take the lead in the establishment of a comprehensive school of trades and crafts. The training is to be such that the graduates of the school will possess a training at least equivalent to that formerly acquired by apprentices in the several trades, together with such academic instruction as may be found necessary or useful in their daily lives. The plan is to establish close relations with representative manufacturing concerns, with a view to doing for them such typical work, at the prevailing price, as may be found suited to the needs of the school. It is hoped that a considerable part of the work of training may be done in the shops of such manufacturing plants, thus getting not only approximately, but actually, the practical shop conditions for the students. The school would therefore be, contrary to the usual practice, not a school with a shop attachment, but a shop with a school attachment. The shop work is to be done primarily for instruction, and secondarily for profit, thus bringing the apprentice at once into the industrial competition of which he will later become a part.

Mr. Becker suggests that the trades at first offered will be limited, including perhaps machinery, iron moulding and founding, patternmaking, carpentry, cabinet making, housekeeping (including the ancillary occupations of sewing, laundering, cooking, and the like), and possibly also certain building trades. As the school developed, other courses would be added until the local needs were being supplied.

This would be essentially a school for poor boys and girls, and should therefore provide for taking care of even the least qualified. A grammar school education would be presupposed, but any such deficiency could be made up in the school. Furthermore, along with the trades courses would be parallel courses more or less academic, such as are necessary to a thoro mastery of the trades.

Fees, Mr. Becker thinks, ought to be only nominal. "As the school would be on a commercial basis, this would not limit its usefulness. The students, since they would be doing commercial work, would receive the prevalent pay, this depending upon their own industry and skill, and would thus become practically self-sustaining. Given a suitable plant and equipment, such a school should after four or five years become largely, if not wholly, self-sustaining. By plant is meant not merely school shops, but a commercial shop or aggregation of shops."

This is certainly an excellent plan and one deserving of practical realization, in Chicago as well as elsewhere.



## An Educational Struggle in Maine.

By J. S. STEVENS.

During the last year there occurred one of the most earnest and important struggles which has ever taken place in the educational history of Maine. In 1897, following the lead of many similar institutions, what was then the Maine State College of Agriculture and the Mechanic Arts, became the University of Maine with all the powers and privileges that this name involved. The institution had between 200 and 300 students, and the step referred to did not attract serious attention in educational circles. By the other Maine colleges it was looked upon as a rather unimportant detail in Maine's educational progress. In the process of time, however, the attendance at the University rapidly increased, and her power and influence in the State came to be strongly marked. Thus it came about that in 1905, when the matter of an appropriation for that institution was before the Legislature, the Hon. Barret Potter, an Alumnus of Bowdoin College, and the Secretary of her Board of Trustees, endeavored to couple with the appropriation the proviso that all work leading to the B. A. degree should be discontinued. This effort of Mr. Potter's met with very little support, but it led to the appointing of a committee of investigation to consider what were the needs and what should be the scope of the State University. After due deliberation this committee turned in two reports, both of which favored a liberal appropriation but they differed in that the "Minority Report" recommended the limiting of her scope by eliminating certain courses and departments.

At a public hearing before this committee the presidents of the three denominational colleges of Maine appeared and strongly urged the curtailing of the work of the University in certain important respects. President Hyde, of Bowdoin College, was the chief spokesman for these gentlemen. Among others he urged the following propositions: The University had established a College of Law at a great expense to the tax payers; a Department of Education had been established without consultation with the State Superintendent; work in the College of Arts and Sciences is likely to be inferior when offered in connection with work in a technical college; the courses in this department of the University were decidedly inferior to those of the other colleges of the State; it was a needless expenditure of money to duplicate the work of the other colleges.

In reply to these arguments it was shown by the President of the University that the College of Law was self-supporting; that the Department of Education was established after an oral and written consultation with the State Superintendent; that in the opinion of such educators as Ex-President White, President Schurman, President Andrews, and many others, training in liberal arts might be better carried on at a university where other lines of work were being pursued; that the work in the College of Arts and Sciences at the University was presumably not inferior to that of the sectarian colleges, since there were more doctors of Philosophy on the Faculty in that department of the University than were found in the other three Maine colleges combined; and that the expense was not so serious a matter as had been represented. Other statements were made by the presidents of the other colleges and refuted by President Fellows. This was the status of the matter when the Legislature of 1907 convened.

For thirteen weeks every effort was made by the enemies of the University to degrade its standing and reduce it to an exclusively technical institu-

tion. Such an attempt as this has succeeded just once in the educational history of the United States. Some years ago the small sectarian institutions of Arkansas succeeded in having a law passed which forbade the State University to confer the B. A. degree. To the credit of that State, however, it may be said that a subsequent legislature revoked the measure.

After many hours of discussion inside and outside of the legislative halls, the Maine Legislature defeated the effort to degrade the University by a vote of 123 to 12 in the House, and 17 to 14 in the Senate. It is hoped that this action will settle for all time the status of the University of Maine. No university can prosper in ignorance of its own standing; students will not care to attend a university whose scope may be radically changed while they are members of the student body.

The addresses of President Fellows before the "Potter Committee" and the Educational Committee have been widely commented upon as masterpieces of logical oratory. The University of Maine has at present nearly 700 students, and is divided into five well-equipped and prosperous colleges, in addition to the Maine State Experiment Station, which is an organic part of the institution. If it is not interfered with it bids fair to become one of the important educational centers of New England.

## Southern Teachers in Conference.

About 250 educators gathered at Pinehurst, N. C.; for the tenth annual meeting of the Conference for education in the South. The delegates listened with enthusiasm to the encouraging accounts of progress made.

The General Education Board about eighteen months ago established six full professorships in the colleges of Virginia, Tennessee, North Carolina, South Carolina, Georgia, and Alabama. Professor Payne, speaking of the progress made in Virginia during the last year, said that \$433,000 had been provided for building improvements and teachers' salaries.

In North and South Carolina; the legislatures have appropriated \$50,000 in each case, for school buildings, provided the people raise an equal amount by local taxation. Within a few months the people of Georgia have donated grounds and buildings valued at \$500,000 for high schools. In Tennessee mass meetings have been held in every county, and petitions for school laws sent to the Legislature. Seven hundred thousand dollars has been provided for new schools.

In Georgia, photographs were taken; showing the wretched condition of schools in country districts. The State has now provided for 222 country schools and twenty-two town schools, at a total cost of \$441,000.

In the last twelve months 1,000 school libraries costing \$40,000 and 200 school-houses at a cost of \$1,500,000 have been provided in South Carolina; and the attendance has increased 18,000.

Mr. Robert C. Ogden, of New York, was enthusiastically re-elected President of the Conference.

The trustees of the New York Public Library have announced a gift of \$5,000 from Jacob H. Schiff, for the purchase of Semitic literature.

The Northfield Seminary for Young Ladies, founded by D. L. Moody, the evangelist, has received a gift of \$150,000 from Mrs. Russell Sage. The money is to be expended in building a new chapel and a music hall.

## Carnegie Institute Dedicated.

Exercises attending the dedication of the new building of Carnegie Institute in Pittsburgh were begun on April 11. Many distinguished people from all parts of the United States and from foreign countries were present. Altho there were guests eminent in France, England, Norway, and elsewhere, there were more men of note from Germany than from any other country. At one end of the semi-circle of guests in the music hall was General von Loewenfeld, the Kaiser's Adjutant; while at the other end sat Mr. von Ihne, the Berlin Court architect.

Mr. Charles Heinroth opened the exercises by playing as an organ chorale "Ein Feste Burg ist unser Gott."

Mr. Carnegie was the central figure of the day. In his speech he praised the Kaiser for never having stained his long reign with blood. He made an earnest and dramatic appeal to the Kaiser to take the lead in enforcing international peace.

Mr. Carnegie said: "I have been in a dream ever since I arrived here, and I am still in a dream. As I look upon this building I can hardly realize what has been done in my absence by the men who have made it. I have tried to make myself realize that I have anything to do with it, and have failed to do so. I said to Mrs. Carnegie last night, 'It is like the mansion raised in the night by genii, who obeyed Aladdin.' She replied, 'Yes, and you did not even have to rub the lamp.'"

### Letter from the President.

The following letter from President Roosevelt was read:

WHITE HOUSE,  
Washington, D. C., April 11, 1907.

MY DEAR SIR: I am not able to be present myself with you, therefore let me, thru you, express my appreciation of the great work done by the founding of the Carnegie Institute. Wealth is put to a noble use when applied to purposes such as those the Carnegie Institute is so well designed to serve. Every such institute, every foundation designed to serve the educational uplifting of our people, represents just so much gain for American life, just so much credit for us collectively as a Nation. The success of our Republic is predicated upon the high individual efficiency of the average citizen, and the Carnegie Institute is one of those institutions which tends to bring about this high individual efficiency.

Many things go to make up such efficiency. There must be a sound body; there must be physical hardihood and address in the use of trained nerve and muscle. There must also be a high degree of trained intellectual development, a high degree of that intelligence which can only be obtained when there is both power to act on individual initiative and power to act in disciplined co-ordination with others. And, finally, there must be that training on the moral side which means that production in the average citizen of a high type of character—the character which sturdily insists upon rights, and no less whole-heartedly and in the fullest fashion recognizes the fact that the performance of duty to others stands even ahead of the insistence upon one's own rights.

Thru you I extend my heartiest congratulations to Mr. Carnegie, and my wishes that he may have many happy returns of this day, together with the acknowledgment which all of us must make of the public service he so signally renders when he founds institutions of this type.

Sincerely yours,

THEODORE ROOSEVELT,  
Mr. H. S. Church, Secretary Carnegie Institute, Pittsburg,  
Penn.

### The Institute Building.

The Carnegie Institute, which is dedicated to literature, art, music, and science, rises a glistening edifice of marble from the greensward of Schenley

Park, one of the most beautiful in the park system of the city. Situated on Forbes Street, near the Grant Boulevard, the building faces the south, and with its wings and extensions covers an area of four acres.

The total cost of the Institute, which occupied thirty months in construction, was \$6,000,000. There is no woodwork in the whole building. Twenty-five thousand electric lights and 200 miles of wiring are controlled by one of the largest switchboards in the world, and the heating and ventilating plant is one of the most elaborate and scientific in the world. In the library the new bookstacks are eleven stories high, and have a capacity of 800,000 volumes, while the entire capacity is 1,500,000 volumes. The art galleries cover 44,700 square feet, and the museum 104,000 square feet.

Mr. Charles Heinroth, of New York, who has been engaged as organist at the Music Hall of Carnegie Institute, intends to suggest many improvements to the magnificent pipe organ there. He says that great advances have been made in organ building during the past ten years, and that the tone of the Pittsburgh organ can be greatly improved by some of the latest mechanical appliances.

### Mr. Carnegie in Pittsburg.

Mr. Carnegie surprised Pittsburg by arriving there unheralded on April 9. He was accompanied by his wife and daughter. The party went to the home of Mr. Carnegie's cousin, Mr. Lander.

The next morning Mr. Carnegie had his first view of his great present to Pittsburg. The party was taken to the Institute by members of the Board of Trustees. Mr. Carnegie said:

"It is magnificent—splendid! I congratulate you on your work, and I congratulate the people of Pittsburg upon possessing such a great educational institution."

Mr. Carnegie spent all of the day going thru the new institute, examining it thoroly. He expressed his pleasure at everything he saw, and there was nothing of which he did not approve.

In the evening he visited the Carnegie Technical Schools, which were opened a year and a half ago. The students gave him an ovation, and he was serenaded by the Glee Club.

### Dr. Drummond Dead.

Dr. W. H. Drummond, author of "The Habitant," "Johnny Courteau," and other well known poems of French habitant life, died at his home in Cobalt, Ont., on April 6.

Dr. Drummond, the Canadian physician and poet, came of an old Highland-Scottish family. He was born, however, in County Leitrim, Ireland, and much of his boyhood was spent among the wild hills by the Bay of Donegal. He emigrated to Canada in 1869, and attended the English High School, in Montreal; McGill University, and Bishops University, in the same city. He was graduated in medicine, and began the practice of his profession in Montreal in 1884.

He was noted for his fondness for outdoor life and sports, and on his various hunting and fishing trips he became familiar with the character, habits, and patois of the French-Canadian "habitants." On one occasion a raftsmen, in describing a storm; stretched out his hands and said: "The wind; she blow, blow, blow." The words and the action suggested a poem, which was so well received by the author's friends that he was encouraged to write more verse on similar lines.

Dr. Drummond was professor of medical jurisprudence in Bishops University. He was a Fellow of the Royal Society of Canada.

# Public Opinion Concerning Education

As Reflected in the Newspapers.

## Social Centers in Columbus.

[New York Times.]

Columbus, Ohio, thru its school board, has taken a practical step in advance by initiating an experiment for utilizing school buildings to their full possibilities. Not only during school hours and by the children, has the board decreed, but at all reasonable times and by all the people shall these buildings be used. The primary aim is to provide in the schools, when not in use for their regular work, opportunities for recreation, entertainment, and instruction as far as the needs demand and available funds will allow. The first experiment will be tried in the Medry Avenue School, where a body of citizens has formed a society for the conduct of work. Other centers will be organized and other buildings brought into use as interest develops. The movement is somewhat distinguished from others in that adults not connected with the department of education have taken in hand the direction of the center. This will tend to develop in both adults and children a stronger and more general community interest than can be secured by any other process.

Another interesting movement for the establishment of social centers is under way in the town of Ayer. Citizens there have been endeavoring to arouse interest in and popular support of a community center, not in the schools. To enlist the interest of the children prizes were offered for the best papers on "Needs and Opportunities in Ayer for a Social Center." Some very commendable papers were offered. The agitation promises to bring concrete results.

## Schools as an Investment.

[Boston Morning Herald.]

Massachusetts means to be just and generous to her children, as she has shown for nearly three centuries, but from time to time she has allowed her schools to be side-tracked on the traditional policy of letting well enough alone.

Massachusetts never takes kindly to a suggestion that any other section of the country is doing better in anything than she is doing, notably in devotion to her children, and this has sometimes led her to lag behind in a bad spirit, but she has seldom failed to rally after a little and place herself in the lead.

She has carried this practice so far that she is in danger of forming the habit of being behind in the race by devoting herself to catching up in one thing while the other States are going ahead along some new line.

Just now we are in danger of striking at the very foundation by diverting our finances from brains to brick and stone. For a third of a century we have been more and more neglecting provision for the best teaching, both absolutely and relatively. This neglect has been going on until we are jeopardizing the character of the next generation as well as the reputation of the present.

### When Money Was Spent on Pupils.

Forty years ago practically all of the school levy went for the regulation teaching. The total cost of administration, supervision, clerical help, special teachers, books, laboratories, apparatus, and other equipment was a mere trifle. To-day these absorb no inconsiderable portion of the educational tax levy.

Forty years ago the school buildings were relatively inexpensive, as the proportion of the money that went into them did not seriously affect that available for teaching. When the present crude building used for the normal school was dedicated the superintendent of schools said that that was as perfect and as complete a school-house as Boston would ever need. Now we put a fortune into every new building.

In none of these respects has Boston done more than the times require, but she has done all of these at the expense of the foundation, and so has Massachusetts. There is not money enough left to do for the elementary schools what they must have done for them if we are to keep our pace in the race.

### Schools as an Investment.

It is not easy for taxpayers to realize that the money put into the education of the common people comes back in increased taxpaying within fifteen years and continues as a permanent income. A child who gets little out of the public schools will pay little or no tax thru life, and will be liable to make a personal draft on the taxpayers as a pauper, criminal, or weakling.

The more a child gets out of the public schools the more tax will he pay and less liability is there that he will be a burden upon the taxpayers. When all exceptions are eliminated, the fact stands that the taxpaying of the ordinary man is largely in proportion, directly and indirectly, to what is given him in the elementary school and to what he gets out of it.

There is almost no pauperism or cheap criminality in Massachusetts, with men or women who graduated from any grammar school in the State.

### Brain the Raw Material.

The State needs to arouse herself to the fact that her only raw material is the gray matter in the brains of the citizens. Our only hope, industrially, is in the better education of the people as a whole and in the keener education of the higher industrial classes and the outlook is not favorable for either. We appear to be unwilling to pay the price of maintaining our standing, to say nothing of improving it.

Unless Massachusetts takes an entirely new view of the importance of her schools, no tariff legislation or railroad rating will save us. We must have a more intelligent appreciation of the value of the public schools and we must show our faith by our works, when it comes to administering the schools and supporting them.

The schools are no hindrance upon the taxpayers; but an ultimate relief. They are not a luxury for the people, but a necessity.

## An Important Move.

[Philadelphia Telegraph.]

One of the most hopeful signs of life and vigor in the educational world is the establishment of a system of physical training among the children of all the public schools of this city. Hitherto the pupils of the high, normal, and manual training schools have received instruction in physical exercise, but not all the lower grades. Now the work is extended so that a pupil going thru our public schools is given careful systematic scientific training of the body as well as the mind thruout the whole course of his school career. This is a move in the



right direction and cannot fail to produce excellent results, as has been shown in other cities where the work has been tried and tested beyond the experimental stage. It has proved equally beneficial in the girls' classes as in the boys', and has been found to elevate the general moral tone of the schools in which it has been established.

## An Arbor Day Anniversary.

[Boston Transcript.]

The first man of public prominence, so far as chronicled, to suggest tree-planting under State auspices at annual intervals, was Secretary B. G. Northrop, of the Connecticut Board of Education. This was in 1865, but at that time the necessity for taking steps to make good in a measure the great gaps that were growing in the forests of the country was not so apparent as it became soon afterward. J. Sterling Morton will be chiefly remembered, because it was thru his activity and influence that Arbor Day, as we now know it, was established. On April 10, 1872, a body of prominent Nebraska farmers met and resolved that "this day be especially set apart and consecrated for tree planting in the State of Nebraska and the State Board of Agriculture hereby names it Arbor Day, and urges upon the people of the State the importance of tree-planting." To show the sincerity of the action thus taken a million trees were on that day planted in Nebraska.

That was the practical genesis of what has now come to be known as Arbor Day thruout the country. It has not checked the exhaustion of the forests and it has not put a new tree in the place of each old one removed, but it has proved a constant reminder of our duty and our danger, and because of it the public mind, we believe, is more awake than it otherwise would have been. In many States it is a regular holiday. In others it receives public recognition. In some that recognition is little more than a ceremony, and we fear that is too much the character of its observance in our own. Several States have the same date annually, and one, Texas, has appointed it for February 22, which associates it with the "cherry-tree" tradition.

This year will be the thirty-fifth anniversary of the day's establishment. For more than a generation it has been an institution and the national Bureau of Forestry is endeavoring to make the occasions as they severally occur, more vital with interest and meaning than they have ever been before. It calls attention to the growing excess of demand over supply, not only in the prairie State where Arbor Day had its birth, but in the heavily timbered regions which formerly furnished the bulk of the timber consumed thruout the country, which has caused a great rise in the price of lumber everywhere. "States in which timber was burned to clear farms cannot now furnish the lumber needed for home use, nor the ties for the railroads that cross them."

It was a part of the original purpose to interest the school children of the land in the appointed function of the day. The effort should extend farther than planting a spindling tree in a school yard. The day should be given up to a study of trees where practicable, to lectures by teachers upon them, and to a spread of the knowledge of how much intelligent tree-culture has come to mean in this country. In this way the children can be made missionaries to those of older growth. They can teach and perhaps inspire their parents to realize their responsibility. At any rate they will themselves be better fitted to enter upon a work which is constantly growing more urgent.

## School Books and Home Industry.

[Houston (Tex.) Post.]

There is not a more faithful advocate of the home industry principle than the *Post*. It believes in building up Texas institutions by patronizing home industry and keeping Texas money at home, but it can not agree with the idea advanced at the meeting of printers in Waco with respect to the printing of Texas school books in Texas, except such books as may be written by Texas authors. For the Legislature to provide that all text-books used in the public schools must be printed in Texas would play havoc with our schools. It would ultimately compel the selection of many books of inferior merit and this would incalculably injure the entire system of public education.

The text-book board should be free to select the very best books written, regardless of authorship or by whom published. Manifestly the first consideration is the welfare of the million school children and not the welfare of several hundred printers. All the books now in use in Texas and those likely to be used for many years are copyrighted works owned by publishers residing in other States. These outside publishers can not be expected to turn over the printing of their books to forty-five different printing establishments in as many States. Even if they should agree to do so, the element of economy would be lost, and economy was the main reason for uniformity.

When Texas text-book writers prepare as good books as outsiders, Texas will adopt them and in doing so will provide for their publication in Texas. Until that time comes, however, it would be folly to undertake to compel outside publishers to print their books in this State. The only way in which State publication could be had would be the adoption of books which are obsolete and upon which copyrights have expired. We do not desire such books and the profit to be derived by the printers could not possibly compensate for the lasting injury to the school children.

Texas buys school books as cheaply as they can be purchased. The competition is keen and the books are sold at a slight margin of profit. Moreover, there is no such sum as \$3,000,000 a year invested in new books in Texas. That would imply that the children are equipped with practically a new set of books a year, which is not the case. The average school book is good for at least three years or longer and the new books annually required are merely the number needed for the increased enrollment and to replace those lost or destroyed.

We can not afford to adopt a policy that may injure the public school system, for the sake of obtaining a small profit which may never be realized. The text-book commission must be free to choose the best books, which means copyrighted books owned for the most part by publishers in other States. The printers must wait until Texas authors prepare our books, and even then sound public policy will require their purchase of publishing houses that will furnish them at the lowest prices.

## THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 37th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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# The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times*, a model weekly newspaper which is used by many schools for the study of weekly events.

The attention of the Russian Douma continues to be given to agrarian debates. The speakers, except the Conservatives, have all urged the compulsory distribution of lands to the peasants. The general feeling was shown by the remark of one peasant deputy that he "did not come here to talk purchase of land but to take it."

The Swiss people are protesting against the proposed building of a funicular railroad at Axen Strasse, near the chapel dedicated to William Tell. The old chapel was crumbling in ruins when, in 1877, the Swiss Fine Arts Society persuaded the authorities of the Canton of Uri to rebuild and redecorate it. The Society declares that a funicular railway on the ground would be a profanation. The circular which is being distributed says: "The dignity of the spot would be greatly lessened by running such a line. The place which the Swiss people and foreigners now visit with deep poetic emotion would become the vestibule of an inn, and legend so dear to every Switzer would become the advertisement for a modern hostelry."

The Board of Immigration has decided that no more laborers can be imported in Hawaii. An effort will be made to keep the white laborers now there.

On account of severe weather conditions, Speaker Cannon, and his companions Congressmen Sherman, Tawney, and Olcott, spent more time in Nassau, Bahamas, than they had planned. On April 2, they visited the Bahaman Parliament. They were impressed by the dignified and effective way in which business there was conducted. Reciprocity with the United States was being discussed.

The Great Northern Railway Company have decided to use electricity instead of steam as motive power on at least one division of its transcontinental line in North Dakota. It will also use electricity to haul its trains thru the famous Cascade tunnel in the Rocky Mountains.

The Acting Governor of Alaska has appealed to the President for troops to maintain order at the Treadwell mines in Alaska. About 700 miners are on strike. The military commander at Fort Senard was to send a company of troops to Treadwell. The force will be increased if necessary.

At the annual meeting of the American Smelting and Refining Company, on April 30, more than \$50,000 will be divided among the company's Colorado employes, as a bonus.

Pope Pius X. held a secret Consistory in the Vatican on April 15. He then created seven cardinals. This makes a total membership of sixty-two in the Sacred College. In an address to the Sacred College, the Pope alluded to the struggle between Church and State in France, as particularly painful to him because he loved "that most noble nation."

On April 14 the City of Mexico was startled by an earthquake shock lasting four and a half minutes. Clocks stopped, but no great damage was done. The earth rocked in a long swinging motion, terrifying to the inhabitants.

The strongest and longest earthquake shock ever recorded on the seismograph at the State Museum in Albany began at 1:14 A. M., on April 15, and continued more than two hours. The record was more pronounced than that made by the earthquake which destroyed San Francisco a year ago.

The movement to have Lincoln's Gettysburg address put in schools all over the country is meeting with hearty endorsement from many sources. Here are resolutions recently passed by one patriotic order:

*Whereas*, The movement to place Lincoln's Gettysburg Address in schools is endorsed by educators and organized survivors of the Union Army, and bronze tablets bearing this famous Address have been installed in three public school buildings in the town of Kearny, N. J., therefore be it

*Resolved*, That Arlington Council No. 214, Jr. O. U. A. M., is deeply interested in the movement to place durable reproductions of Lincoln's Gettysburg Address in public school buildings as a practical expression of the purpose of our Order to inculcate a love of country in the public schools, thru the teachings of our National flag and its defense, as an object-lesson in patriotism.

Dr. P. Chalmers Mitchell, Secretary of the Royal Zoölogical Society of London, says that the ordinary man turned out of Cornell University is better fitted to face the world than the average man turned out at Oxford. A soft man may leave Oxford even worse than he enters, so much of his work being done by his tutors and his college. Dr. Mitchell stoutly insisted, however, that an Oxford honor man was the best equipped in the world. He declared that no English university could compare with Cornell in site, or in the comforts offered to the students.

The State Department in Washington has received word that relief work is going on actively in the famine districts of China. About 400,000 lives are now being supported by foreign help.

The Famine Relief Committee in Shanghai, China, received \$5,000 from the United States on April 15. It was used to purchase half a million pounds of dried potatoes. These were rushed to the front. A Chinese official has offered to put steamboats on the Grand Canal above the locks. This would cut down the time of transportation of food from thirty days to eight days.

The Mexican cities of Chilpancingo and Chilapa were almost entirely destroyed by earthquakes on April 14. All communication with the outside world was destroyed until the telegraph operators set up temporary quarters in a public square. The volcanoes of Colima and Jorullo are in this region. The inhabitants fear that the volcanoes have become more active and that life and property are endangered. The Federal authorities have been applied to by the Governors of the districts of Bravos and Chilapa, for tents. The inhabitants of the stricken cities are now living in little temporary huts of palm leaves and branches.

The Governor of the State of Guerrero at once sent military engineers and troops to the destroyed district. They set about the work of rescue and sanitation in a scientific manner.

### Cromer, the Maker of Egypt, Resigns.

The announcement was made in Parliament on April 11, that Earl Cromer, Great Britain's great plenipotentiary on the Nile, has resigned his position on account of ill-health. He will be succeeded by Sir Eldon Gorst, Foreign Secretary. Sir Edward Gray and ex-Premier Balfour spoke with deep emotion of Earl Cromer's valuable services to the Empire. The Foreign Secretary declared that Lord Cromer's retirement was the greatest personal loss the Empire could suffer. A letter from Lord Cromer was read in which he expressed his deep regret at the necessity which forced him to give up his work. He has been the ruler of Egypt for almost a quarter of a century, a ruler almost as absolute as an Emperor.

### Where Are They?

Mr. J. Pierpont Morgan called on Señor Rava, Italian Minister of Education, on April 10, and explained that he had had nothing to do with the alleged disappearance from Italy of paintings by Van Dyck. Señor Rava told Mr. Morgan that for a century the owners of the Van Dycks, the Cattaneo family, had refused to allow any one to see them. Therefore, they were not included in the Government catalogs of works of art, the sale of which is forbidden.

Since the pictures disappeared, the Italian Government has brought a suit against the Cattaneo family. The Minister pointed out that the export tax of ten per cent. on the values of the pictures had not been paid.

### Colonial Premiers Meet.

The fourth conference between the Premiers of the self-governing colonies of Great Britain and the British Colonial Secretary, was opened at the Colonial office in London, on April 15.

The president, the Earl of Elgin, Secretary of State for the colonies, presided.

The Premiers present included Dr. Jameson, of Cape Colony; Gen. Louis Botha, Premier of the Transvaal; Alfred Deakin, the Australian Premier; Sir Joseph G. Ward, Premier of New Zealand; Frederick R. Moor, Premier of Natal, and Sir Wilfred Laurier, Premier of Canada.

Premier Campbell-Bannerman opened proceedings with a speech of welcome. He expressed an earnest wish that the deliberations would have useful results. He reminded them that they had no right to arrive at any binding decisions, for the Imperial Government could not go behind the declared opinions of the country and Parliament. Meetings are to be held three times a week for about a month.

### Famine in Dry Goods.

A remarkable condition of trade is said to exist in New York this spring. New York dry goods merchants have been buying goods from Baltimore merchants and merchants of other cities because there were none to be had at the mills. The mills have orders sold for months ahead.

### A Colored Sculptress.

The United States Government has appointed Miss Meta Vaux Warrick, as Sculptress for the negro exhibit at the Jamestown Exposition. Miss Warrick was educated in the Drexel School of Fine Arts in Philadelphia. She has also studied in Paris.

Her plans for the decoration of the negro pavilion include a series of fifteen tableaux illustrating the history of the negro race in America, from the landing of the first slaves at Jamestown in 1609 until the present time.

The work of the young colored woman is likely to attract unusual interest.

### Help by Means of Wireless.

The Clyde liner *Arapahoe* broke her propeller while on her way up the coast to New York from Jacksonville, a few days ago. The weather was thick, but the captain figured that the steamer *Apache* of the same line ought to be in the neighborhood. He summoned her by wireless, and soon received an answering signal.

The *Apache* ran down to her disabled sister ship and succeeded in passing a hawser to her.

The *Apache* then towed the *Arapahoe* to within thirty miles of Five Fathom Bank, where the lines parted and both vessels anchored. From that point a wireless message was sent to New York.

Captain Cromwell, the Port Superintendent, went to the assistance of the *Arapahoe* on the tug *Hollenbach*.

### Spain Greets King Edward.

King Edward and Queen Alexandra of England arrived at Cartagena, Spain, on April 8. When the British royal yacht *Victoria and Albert*, escorted by warships, was sighted, King Alfonso went out to meet it on the Spanish royal yacht *Giralda*. A magnificent reception was given the royal visitors upon their arrival. The visit of the British sovereigns is very gratifying to Spain. It is considered a proof of the perfect understanding between Great Britain and Spain. By a royal decree, King Edward has been appointed an Honorary Captain General in the Spanish Army.

### Cuba Has Isle of Pines.

The Supreme Court of the United States declared, on April 8, that the Isle of Pines is not American territory. The decision was rendered in the famous case of Edward J. Peary versus Nevada N. Stranahan. It originated with the importation of a few boxes of cigars in September, 1903, by Peary. The cigars were made in the Isle of Pines, of tobacco grown there. When they reached New York, Peary refused to pay duty, on the ground that they were of domestic origin. In handing down the decision of the Supreme Court, Chief Justice Fuller said that at the time of our treaty of peace with Spain all the world knew that the Isle of Pines was an integral part of Cuba. It was not supposed to be one of the "other islands" ceded by Article 2 of the treaty.

### Troops Guard Paris.

On April 11, detachments of troops were posted at forty points in Paris. The bicycle police and Republican Guards patrolled the streets.

This action was taken in order to suppress the strike agitation which has been alarming France. The authorities believe that it has been caused by a few revolutionists who want to make trouble.

### Agreement with Germany.

The new tariff agreement with Germany which has been arranged by Secretary Root and the German Ambassador, will probably be put into force by July 1. Baron von Sternberg, the Ambassador, has gone to Germany to lay it before the Emperor.

The chief concession granted to Germany by the United States, is the lowering of duty on German champagnes and other sparkling wines. In return for this concession Germany grants her minimum tariff rates to the United States. She also agrees to remove all restrictions on American bacon and dressed meats. These may hereafter enter Germany on payment of the usual duties.



## Japan and the Japanese.

### Japanese Commission to South America.

Captain Itami, of the General Staff of the Japanese Army, is on a special mission to Venezuela and other South American countries. He is studying everything relating to their institutions, army, navy, population, territory, climate, commerce, and industries. He said of his mission:

"My country wishes to obtain reliable data because it expects to stretch out its commercial relations with all the nations of South America when the Panama Canal is opened. We expect to establish a large line of steamers between Buenos Ayres, Valparaiso, and other ports of all these countries, and Yokohama. Within a short time the flag of the rising sun, on the poop of a merchant ship, will visit the port of La Guayra."

The Japanese Commissioner served in the Russian war. He was the only one of four brothers to return from the field of battle. Altho only thirty-three years old, he has been decorated with both the order of the "Rising Sun" and the order of the "Golden Bird."

### Japanese Embassy at Constantinople.

The establishment of a Japanese Embassy at Constantinople is said to be assured. Russia is doing her best to prevent it.

A Japanese Embassy on the Bosphorus will be of great benefit to Turkey. It will then be to the common interest of Japan and Turkey to stand by each other if Russia tries to overstep her present frontiers, either to the South or to the East.

### Paper Plant for Japan.

The Oji Paper Company, of Tokio, has placed a million-dollar order for electrical equipment with the General Electric Company, to be completed and shipped to Japan within six months. The machinery ordered includes motor equipment, and a water power electric plant which will be built fifteen miles from the mills proper. The transmission line will also be supplied by the General Electric Company.

### Japanese Barred.

On April 6, Secretary Straus, of the Department of Commerce and Labor, denied admission to this country of five Japanese immigrants. These are the first Japanese exclusion cases since the new immigration law went into effect. The law denies the Japanese the right to enter the United States on passports from Mexico.

## Our Plenipotentiary Peace-Maker.

### Taft Talks to Cubans.

The committee of Cuban insurgents with whom Secretary Taft and Assistant Secretary of State Bacon made arrangements for peace in Cuba last September, held a conference in Havana, with Secretary Taft, on April 8. It lasted three hours and a half. The Secretary refused to give any date for the withdrawal of the American forces from Cuba. The committee asked to have the governors of the provinces, the mayors of the cities, and the city councils, representing the Moderate party, replaced by members of the Liberal party. Secretary Taft said that he would leave that question entirely to Governor Magoon. He said that probably he would recommend to President Roosevelt the holding of Presidential elections in December; also that the Cubans take possession one hundred days later, as prescribed by the constitution. Representatives of the leading Cuban banks called upon Mr. Taft and asked him to give them one or

two years' notice before the holding of national elections. They claimed that unless this were done, the effect upon commercial conditions in the island would be disastrous.

### Secretary Taft on the Isthmus.

Secretary Taft has been making a thoro investigation of conditions on the Isthmus of Panama. At the Culebra Cut and the Gatun Dam, he listened to explanations by Superintendent of Excavation Little, of the operations of the steam shovels.

At Gatun, Secretary Taft tramped the entire site of the future lock. He stepped into the bucket and was lowered into the largest hole which goes to the bottom of the lock.

At Colon Mr. Taft met a deputation of house-owners and other citizens of Colon, who wished to protest against the alleged hardships imposed by the sanitary authorities.

## The Central American Troubles.

### War Between Honduras and Nicaragua.

The Nicaraguan army took possession of the port of Ceiba on the evening of April 3. The Hondurans abandoned the place without a shot being fired. It is now in command of General Estrada, commander in chief, and of General Letta.

Puerto Cortez has also been seized by the Nicaraguans. It was surrendered without fighting. About 1,500 Honduran soldiers abandoned the port two days before the Nicaraguans appeared. They did not desert their posts from cowardice, but because they believed that the war was over. Most of them returned to work on the banana plantations where they had been employed before the war began.

An authoritative statement very important in the relations of the United States and the South American republics has been issued. It is by Commander Fullam, of the United States gunboat *Marietta*, and forms part of a letter to General Estrada. General Estrada is commanding the Nicaraguan expedition which has been engaged in capturing Honduran ports. The statement declares that bombardment of coast towns cannot be permitted "during the frequent wars and revolutions in South American states." If it were permitted, the mercantile interests of all foreigners would be absolutely insecure.

### President Zelaya Seeks Confederation in Central America.

Many residents in the Central American Republics believe that General Zelaya, President of Nicaragua, is planning a confederation of four of the Central American Republics. He has succeeded in conquering Honduras. He will next seek to place Salvador under the yoke. He will then seek to overthrow the Government of Guatemala. In each country he will try to gain control by the aid of revolutionists.

When he has won Salvador, Honduras, and Guatemala as sworn allies, the dictator will proceed to the frontier of Costa Rica, to make war upon its president and to force him to join the Confederation.

### Conference on Central America.

Secretary Root and Señor Creel, the Mexican Ambassador, held a conference in Washington on April 6. They decided that it was time for the United States and Mexico to act together to end the war in Central America; that is, if this could be done by moral suasion and earnest representations. Neither country wishes to interfere with armed force. If left to themselves, Honduras and Nicaragua seem likely to fight indefinitely and to involve the other countries of Central America in war.

## Poetic Gems from the German.

Mignon.

Kennst du das Land, wo die Citronen blühn,  
Im dunkeln Laub die Gold-Orangen glühn,  
Ein sanfter Wind vom blauen Himmel weht,  
Die Myrte still und hoch der Lorbeer steht.  
Kennst du es wohl?

Dahin! dahin

Möcht' ich mit dir, o mein Geliebter, ziehn!

Kennst du das Haus? Auf Säulen ruht sein Dach,  
Es glänzt der Saal, es schimmert das Gemach,

Und Marmorbilder stehn und sehn mich an:  
Was hat man dir, du armes Kind, gethan?  
Kennst du es wohl?

Dahin! dahin

Möcht' ich mit dir, o mein Beschützer, ziehn.

Kennst du den Berg und seinen Wolkensteg?  
Das Maultier sucht im Nebel seinen Weg;  
In Höhlen wohnt der Drachen alte Brut;  
Es stürzt der Fels und über ihn die Flut.  
Kennst du ihn wohl?

Dahin! dahin

Geht unser Weg! o Vater, lass uns gehn!—GOETHE.

## Statistics of High School Requirements.

Gathered and tabulated by R. R. GRANT, New Mexico.

After a number of years' teaching experience in four of our States and territories, I realize the existence of different standards and requirements for school management and promotions. Many other teachers with whom I have talked have recognized the same facts. In some sections discipline is lax, and the number of facts to be absolutely mastered are very few. In these sections it is a hard task to get the pupils and the people to realize that requirements are low, and that they should be improved. The teacher may tell the pupils, people, and Board the state of affairs, but they usually think it is just another story of an enthusiast or specialist, and no attention is paid to it. How can

QUESTIONS	NO. OF QUESTIONS	Augusta, Maine	Bakersfield, California	Beloit, Wisconsin	Berkeley, California	Butler, Pennsylvania	Charleston, West V	Cripple Creek, Colo	Dunkirk, New York	Fort Scott, Kansas	Fort Smith, Arkansas	Galena, Kansas	Geneva, New York	Guthrie, Oklahoma	Helena, Montana	Hornellsville, N. York	Ironton, Ohio	Jefferson City, Mo
How many pupils in your high school?	1	185	370	200	205	185	175	300	350	180	360	400	367	356	205	156		
How many teachers in your high school?	2	7	12	7	8	8	10	11	5	15	11	15	13	5	6			
How many weeks in your school year?	3	38	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
How many years in your high school?	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
What is total number of years below H. S.?	5	9	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Arithmetic	6a	0	19	18	36	0	0	18	16	16	20	18	18	0	0	0	0	0
Grammar	b	0	19	18	36	0	0	18	16	16	20	18	18	0	0	0	0	0
Spelling	c	30	0	0	0	0	0	0	0	0	0	160	144	0	0	58	144	
Pennmanship	d	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
U. S. History	e	19	0	19	15	0	18	20	36	16	0	40	18	36	20	18	18	18
Civics	f	19	20	19	18	36	18	20	0	16	16	20	18	0	20	18	18	18
Physiology	g	38	0	19	18	0	0	20	0	0	16	20	0	0	20	18	0	0
Phys. Geog.	h	19	0	19	18	36	18	20	36	20	32	20	18	18	40	18	36	36
Latin	i	152	144	152	144	108	144	144	144	144	128	160	144	144	100	144	144	144
French	j	114	0	0	0	0	0	40	0	72	0	120	0	72	120	0	0	0
German	k	38	0	76	108	72	72	40	0	144	64	120	72	108	120	108	108	108
Spanish	l	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rhetoric	m	108	36	19	54	72	72	20	72	72	32	0	72	72	100	36	72	72
English Lit.	n	108	36	0	54	36	18	20	36	36	32	120	18	72	0	18	36	36
American Lit.	o	108	36	0	54	36	18	20	36	36	32	0	18	18	0	18	36	36
Gen. History	p	19	36	76	36	72	72	40	72	54	64	20	36	0	40	36	72	72
Eng. History	q	19	18	0	54	36	36	20	0	20	16	20	18	0	40	18	36	36
Algebra	r	60	72	38	72	54	40	54	72	48	40	54	108	60	54	54	54	54
Plain Geom.	s	46	36	25	36	36	36	40	36	32	40	36	36	40	36	36	36	36
Sol. Geom.	t	19	18	13	18	20	18	20	18	20	16	20	18	18	20	18	18	18
Trigonometry	u	0	18	0	0	16	0	20	0	20	0	20	0	18	20	18	18	18
Surveying	v	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics	w	36	36	38	36	36	36	40	36	36	32	40	36	36	40	36	36	36
Botany	x	19	0	19	18	18	18	20	36	36	32	20	18	18	20	18	18	18
Zoology	y	0	0	19	18	18	0	20	0	36	0	20	18	0	0	0	18	18
Chemistry	z	38	36	38	18	36	54	40	36	36	32	40	18	36	40	36	0	0
How many weeks on Alg. up to Quadratics?	7a	38	30	12	64	97	30	54	48	42	40	60	38	40	36	30	24	24
How many weeks on remainder of Algebra?	b	22	8	26	18	18	10	18	10	24	6	20	4	18	20	18	20	20
What per cent of the following classes fail to pass?																		
Algebra	8a	10	10	8	10	10	13	27	5	15	5	20	20	20	50	5	5	5
Geometry	b	10	10	5	15	25	7	10	28	3	20	5	15	10	20	4	4	4
Physics	c	10	5	14	5	5	5	5	27	6	5	5	12	1	12	8	8	8
Rhetoric	d	10	15	14	10	1	3	15	5	5	0	5	10	4	40	8	8	8
Latin	e	10	7	14	0	5	10	15	7	10	5	12	25	25	8	8	8	8
How many hours per day do you require each pupil to put in on the preparation of an average lesson in the following subjects?																		
Algebra	9a	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Geometry	b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Rhetoric	c	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Latin	d	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Physics	e	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
No. subjects each av. pupil allow'd to carry?	10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total hrs daily study required outside of school?	11	3 1/2	2	2	4 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2
How many recitations per week in Rhetoric?	12a	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
If not five, what study alternates with it?	b																	
Do you use text or classics in Hist. of Eng. Lit.?	13	text	text	text	both	text	text	Cl	text	Eng	comp	text	Cl	Eng	text	both	Cl	Cl
What is the average age of each of the following classes:																		
Fr.	14a	14	14	15	15 1/2	14 1/2	15	14	14	14	14	14	14	14	13	14 1/2	15	15
So.	b	15 1/2	15	16	16	16	16	16	16	16	16	16	16	16	15	16	16	16
Gr.	c	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2	16 1/2
Br.	d	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2	17 1/2
Do you allow football?	15	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
No. cont-st games per season do you allow?	b	7				5	5	7	0	3			5	7	7			
Do you have general field athletics?	c	yes	yes	yes	no	no	no	yes	yes	yes	yes	yes	yes	yes	yes	no	no	no
If any, how much and what kind of rhetorical work do you require of the following classes:																		
Fr.	16a	1 wk	0	0	D	D	0	LR	0	LR	0	LR	comp	L	E	0	E	E
So.	b	1 wk	0	0	E	E	0	LR	0	LR	0	LR	comp	L	E	0	E	E
Gr.	c	1 wk	yes		E	E	0	LR	0	LR	0	LR	the's	5	5	0	E	E
Br.	d	1 wk	yes		E	E	0	LR	0	LR	0	LR	the's	5	5	0	E	E
Does your high school publish a paper?	17	no	no	yes	no	no	no	yes	no	no	no	0	yes	yes	yes	yes	yes	yes
Do you have a high school literary society?	18	no	no	no	no	no	no	no	no	yes	no	no	no	no	yes	yes	yes	yes
Do you have fraternities in your high school?	19	yes	no	no	yes	yes	no	no	no	no	no	no	no	no	yes	yes	yes	no

EXPLANATION.—YN in 19 indicates they have them but think them harmful. In 16 L stands for literary; R for required; D for declamation; E for essay; O for oration; and a number with any one of these letters indicates the number per year. In averages of 6 the first number indicates numbers of answers of question, and the second the number of those that teach the subject.





## Laboratory Exercises in Physical Geography.

At the earth science section of the New York State Science Teachers' Association in December, 1904, need for a definite laboratory course in physical geography was generally expressed. A committee was appointed at that time to consider the matter and to make recommendations to the State Department. Because of the desire of the schools for these directions, the State Department consented to publish the report as a separate manual. The exercises as given in this manual are to be published in *THE SCHOOL JOURNAL*. The first exercises appeared in the number for March 23.

### Exercise 6.

**OBJECT.** Determine the length of day by the use of a globe and daylight circle.

**MATERIAL.** Globe; ruler; dividers; stiff cardboard sheet.

**DIRECTIONS.** *Construction.* 1. Upon a sheet of paper describe a circle and suppose the sun (S) to be at its center. Draw diameters dividing the circumference into arcs of thirty degrees, and extend these diameters to the edge of the sheet.

2. Take any globe (a cheap six-inch globe will do) and cut a circle in the cardboard to enable the cardboard to pass easily over the globe.

3. Place the globe upon the sheet of divided paper, at one of the diametral lines. If now the globe be moved about S in a counter clockwise direction, keeping the axis of the globe always parallel to itself, the movement of the globe illustrates the revolution of the earth about the sun. When the globe completes its revolution the time represents the year.

4. Now place the globe at the right edge of the sheet, upon a diametral line, with the axis inclined with the north pole away from the sun, and it represents the year at winter solstice. Place the cardboard upon the globe in a vertical position (if the cardboard is allowed to hang freely it will take a vertical position), at right angles to the line joining the globe with S, and dividing the globe in halves. The cardboard thus placed represents the daylight circle, and divides the illuminated from the unilluminated hemisphere.

5. If the globe be now made to rotate in a counter clockwise direction, most places on the globe are seen to pass under the daylight circle, thus representing sunrise and sunset. Places within the Arctic Circle remain in the unilluminated hemisphere, and those in the Antarctic Circle remain in the illuminated hemisphere; the former have no sunrise, and the latter no sunset as a result of rotation.

6. All parallels except the equator are divided unequally by the daylight circle, those in the northern hemisphere having less and those in the southern more than half their length in the illuminated hemisphere. If the rotation of the earth be considered constant the lengths of these arcs of the parallels bear the same relation to each other as do day and night for places in that latitude.

7. Move the globe forward in its orbit ninety degrees, keeping the axis parallel to its first position, and adjust your daylight circle perpendicular to the sun's rays, being careful always to have it bisecting the globe. This second position represents vernal equinox for the earth, when the sun's rays are vertical at the equator. All parallels are now bisected by the daylight circle, therefore the days and nights are equal everywhere.

8. Move the globe forward another ninety degrees and you will have the earth at summer solstice. If the daylight circle be adjusted, it will be at once evident that conditions in the northern hemisphere are now what they were in the southern at winter solstice. Another advance of ninety degrees brings

the globe to the position of autumnal equinox with day and night everywhere again equal.

9. For any intermediate day the length of day may be approximately determined by remembering that the earth moves forward in its orbit about a degree a day, or thirty degrees a month, and by referring to the position in the orbit nearest of known date (a solstice or an equinox), the globe may be placed with fair accuracy. Then observe the following rules:

(a) Place daylight circle in such a position as to bisect the globe, and at right angles to the sun's rays.

(b) Take the length of the daylight arc of the parallel of the place (the difference of longitude of sunrise and sunset).

(c) Solve the following proportion: Daylight arc: 360 degrees::length of day (x): 24 hours.

**PROBLEMS.** 1. Find the length of day at London, New York, New Orleans, and Rio de Janeiro on January 1, April 1, July 1, and at the time of winter solstice.

2. Demonstrate the equality of day and night at the equator at all times, and for all places at the equinoxes.

### ALTERNATE.

### Exercise 6.

**OBJECT.** Determine the length of day at any latitude at any time of year.

**MATERIAL.** The B-K solar calculator consisting of a graduated meridian circle, three sun path circles with hour marks, movable horizon and zenith pointer.

**DIRECTIONS.** 1. Set the apparatus for the equator (north pole on the horizon, and zenith pointer at zero).

Count on the sun paths for the equinoxes and solstices the number of hours in the day for these dates and record. What is the number of hours in a day at any date at the equator? You may imagine other sun path circles placed at any position between the extreme positions of solstices and think of how the horizon would divide the circle.

2. Adjust the apparatus for  $23\frac{1}{2}$  degrees north latitude. What is the elevation of the north pole above the horizon? How much before six P. M. does the sun rise at the time of the summer solstice at this latitude? What time does the sun set? How long does this make the day? How long does this leave the night? At what time does the sun rise at the equinoxes? Set? How long is the day?

At what time does the sun rise at the winter solstice? Set? How long is the day? How does the length of day at the winter solstice compare with length of night at the summer solstice?

3. Adjust for your own latitude and record time of sunrise and sunset and length of day for each sun path.

4. Adjust the instrument for latitude sixty degrees north,  $66\frac{1}{2}$  degrees and ninety degrees north, and repeat all observations.

Imagine the spiral motion of the sun as seen at the north pole. From the time the sun appears above the horizon how long before it reaches its highest point in the sky? How long before the sun disappears below the horizon?

5. Arrange all your observations in the following table:

At latitude N.	0°	23½°	41°	60°	66½°	90°
Length of day, summer solstice .....						6 mon.
Length of day, equinoxes .....						12
Length of day, winter solstice .....						0

Draw general conclusions for northern hemisphere from data in above table.

1. Relation of the length of day at the summer solstice to latitude.
2. Length of day at the equinoxes at all latitudes.
3. Relation of length of day at the winter solstice to latitude.
4. Repeat conclusions for southern hemisphere.

#### Exercise 7.

OBJECT. (a) Find the direction of sunrise and sunset at any latitude at any time of the year.

(b) Find the zenith distance of the sun at any latitude at any time of the year.

MATERIAL. The B-K solar calculator consisting of a graduated meridian circle, sun path circles for solstices and equinoxes with hour mark, movable horizon and zenith pointer.

DIRECTIONS. *At the equator.* 1. Set the apparatus for the equator (north pole on the horizon and the zenith point at zero).

2. At the summer solstice the sun rises north of east. Does it set north or south of west?

At equinoxes sun rises directly in the east. Where does it set at these dates? Give direction of sunrise and sunset for winter solstice.

3. Where is the noon sun at the equator at the time of the equinoxes?

Look on the graduated meridian and read the number of degrees from the zenith to the noon sun at the time of the solstices.

*At the Tropic of Cancer.* 4. Incline sun path 23½ degrees south (elevate the north pole 23½ degrees above the horizon) so as to represent latitude 23½ degrees north. How is the direction of sunrise

and sunset at the solstices changed from that at the equator? State direction of sunrise and sunset at the equinoxes.

5. At what date are the sun's rays vertical at noontime? State the zenith distance of the noon sun at the equinoxes and at the winter solstice.

*At your own latitude.* 6. Compare direction of sunrise and sunset at this latitude with places nearer the equator.

7. State the zenith distance of the noon sun at the solstices and equinoxes. How does the zenith distance of the sun at the summer solstice compare with your distance in degrees north of the Tropic of Cancer?

*At latitude 66½ north. Arctic Circle.* 8. In what direction is the sunrise at the summer solstice? The sunset? This latitude is known as the "Land of the Midnight Sun." At the winter solstice the sun does not rise above the horizon. State direction of sunrise and sunset at the equinoxes. Where does the sun rise and set at the Antarctic Circle at the winter solstice?

9. State the zenith distance of noon sun at solstices and equinoxes.

How does the zenith distance of sun at the equinoxes compare with the latitude?

*At the north pole.* 10. Where is the sun in reference to the horizon at the winter solstice? What is the path and motion of the sun during the six months' day?

Conclusions. 1. What is the relationship of the distance of sunrise north or south of east to latitude?

2. What is the relationship of the zenith distance of the sun at noontime to latitude?

## Spokane High School.

By DAVID E. CLOYD, Principal.

Spokane High School, which is among the largest in America, is the most important institution in the Queen City of the Inland Empire of the Pacific Northwest. This is especially true because of the fact that Spokane has no State educational institution. The enrollment for this year is 1,528. The faculty is composed of twenty-five men and twenty-eight women. The building is modern in every respect and is situated in a beautiful campus near the center of the city, and is one of the most attractive sights to visitors. The equipment is complete in all departments.

The school has a large library supplied with several thousand volumes, under the direction of a librarian who gives her entire time to this work. Here the students carry on reference and research work to supplement and extend the text-book work.

The school is organized on the departmental basis just as colleges are, and the work of these departments is directed by heads, under the general supervision of the principal. There are fourteen departments under which all of the work is directed. The scope of work undertaken by a large city high school and its system of management makes the institution in every practical sense a people's college.

The courses offered in the Spokane High School fit students for admission to most of the leading colleges and universities. The high school is accredited at several of the New England colleges and at all of the leading colleges and universities of the Middle West, Stanford, Berkeley, Washington State University and College, and Whitman College.

Several of the departments, especially the manual arts and the commercial, give the students special training to enter at once upon business positions when leaving the high school. The commercial

department has about three hundred students taking a four-years' course and fitting them for clerical and other business positions. The manual arts course has enrolled more than one hundred young women in domestic science and domestic art, while the parallel courses in mechanical drawing and shop work for boys have an enrollment of 1,150.

These departments have been in operation only two or three years and the enrollment in them is increasing rapidly. The science departments, with their excellent laboratory equipment, furnish a splendid preparation for college training for the engineering and scientific positions.

The most comprehensive provision is made for the development of initiative on the part of students and for their training in the management of organizations. The school has fourteen student organizations, running under their own constitutions and their own officers, carrying out their own programs in weekly and monthly meetings. The students are encouraged to belong to one or more of these organizations and to take a part in their work. Each organization is under the supervision of a faculty director, who meets with them and aids them in conducting their work for educational value and in harmony with the general work of the institution.

The students also publish a high school paper called *Orange and Black*, thru a staff of editors and managers chosen by the student body. Interest in these organizations is great, and the good they are doing in building school spirit and in fitting themselves for practical work in life is not to be underestimated. It is thru work of this kind that the idea of student government is being put into operation in the most wholesome way.

## Old Latin Hymns.

### AN EASTER HYMN.

This hymn comes down to us from the thirteenth century and, in the original as well as translated by Dr. Neale, is one of the most beautiful in existence.

Surrexit Christus hodie  
Humano pro solamine.

Mortem qui passus corpore  
Misserrimo pro homine.

Mulieres ad tumulum  
Dona ferunt aromatum.

Album videntes angelum  
Annunciantom gaudium.

Mulieres o tremulae,  
In Galilaeam pergite.

Discipulis hoc dicite,  
Quod surrexit rex glorial.

Paschali pleno gaudio  
Benedicamus Domino.

Laudetur sancta Trinitas,  
Deo dicamus gratias.

### TRANSLATION BY DR. NEALE.

Jesus Christ is risen to-day,  
Our triumphant holy day;  
Who did once upon the cross  
Suffer to redeem our loss.  
Hallelujah!

Hymns of praise then let us sing  
Unto Christ, our heavenly King;  
Who endured the cross and grave,  
Sinners to redeem and save.  
Hallelujah!

But the pains which He endured  
Our salvation have procured;  
Now above the sky He's King,  
Where the angels ever sing.  
Hallelujah!

Now be God the Father praised,  
With the Son, from death upraised,  
And the Spirit, ever blest;  
The true God by all confest.  
Hallelujah!

## Chapman's Translation of the Iliad.

(Continued from THE SCHOOL JOURNAL of March 23.)

### Juno Restrains Their Flight.

All the crowd was shov'd about the shore,  
In sway, like rude and raging waves, rous'd with the fervent  
blow  
Of th' east and south winds, when they break from Jove's  
clouds, and are borne  
On rough backs of th' Icarian seas: or like a field of corn  
High grown, that Zephyr's vehement gusts bring easily  
underneath,  
And make the stiff up bristled ears do homage to his breath;  
For even so easily, with the breath Atrides us'd, was sway'd  
The violent multitude. To fleet with shouts, and disarray'd  
All rusht; and, with a fog of dust, their rude feet dimm'd  
the day;  
Each cried to other, "Cleanse our ships, come, launch,  
aboard, away!"  
The clamour of the runners home reacht heaven; and then,  
past fate,  
The Greeks had left Troy, had not then the Goddess of estate  
Thus spoke to Pallas: "O, foul shame thou untam'd seed  
of Jove,  
Shall thus the sea's broad back be charg'd with these our  
friends' remove,  
Thus leaving Argive Helen here, thus Priam grac't, thus  
Troy,  
In whose fields, far from their lov'd own, for Helen's sake,  
the joy  
And life of so much Grecian birth is vanisht? Take thy way  
T' our brass arm'd people, speak them fair, let not a man obey  
The charge now given, nor launch one ship." She said, and  
Pallas did  
As she commanded; from the tops of heaven's steep hill  
she slid,  
And straight the Greeks' swift ships she reacht; Ulysses  
(like to Jove  
In gifts of counsell) she found out; who to that base remove  
Stirr'd not a foot, nor toucht a ship, but griev'd at heart  
to see  
That fault in others. To him close the blue eyed Deity  
Made way, and said: "Thou wisest Greek, divine Laertes' son,

Thus fly ye homewards to your ships? Shall all thus head-  
long run?

Glory to Priam thus ye leave, glory to all his friends,  
If thus ye leave her here, for whom so many violent ends  
Have clos'd your Greek eyes, and so far from their so lov'd  
home.

Go to these people, use no stay, with fair terms overcome  
Their foul endeavour, not a man a flying sail let hoise."

### Ulysses with Subtlety Restrains Them.

Thus spake she; and Ulysses knew 'twas Pallas by her voice,  
Ran to the runners, cast from him his mantle, which his man  
And herald, grave Eurybates, the Ithacensian  
That follow'd him, took up. Himself to Agamemnon went,  
His incorrupt sceptre took, his sceptre of descent,  
And with it went about the fleet. What prince, or man of  
name,

He found flight given, he would restrain with words of gent-  
lest blame;

"Good sir, it fits not you to fly, or fare as one afraid,  
You should not only stay yourself, but see the people staid.  
You know not clearly tho you heard the king's words, yet  
his mind;

He only tries men's spirits now, and, whom his trials find  
Apt to this course, he will chastise. Nor you, nor I, heard all  
He spake in counsell; nor durst preasse too near our Generall,  
Lest we incenst him to our hurt. The anger of a king  
Is mighty; he is kept of Jove, and from Jove likewise spring  
His honours, which, out of the love of wise Jove, he enjoys."  
Thus he the best sort us'd; the worst, whose spirits brake  
out in noise,

He cudgell'd with his sceptre, chid, and said: "Stay, wretch,  
be still,

And hear thy betters; thou art base, and both in power  
and skill

Poor and unworthy, without name in counsell or in war.  
We must not all be kings. The rule is most irregular,  
Where many rule. One lord, one king, propose to thee;  
and he,

To whom wise Saturn's son hath given both law and empery  
To rule the publick, is that king." Thus ruling, he restrain'd



The host from flight; and then again the Councell was maintain'd

With such a concourse, that the shore rung with the tumult made;

As when the far resounding sea doth in its rage invade.

His sandy confines, whose sides groan with his involved wave, And make his own breast echo sighs. All sate, and audience gave.

Thersites only would speak all. A most disorder'd store Of words he foolishly pour'd out, of which his mind held more Than it could manage; anything, with which he could procure

Laughter, he never could contain. He should have yet been sure

To touch no kings; t'oppose their states becomes not jesters' parts.

But he the filthiest fellow was of all that had deserts

In Troy's brave siege; he was squint ey'd, and lame of either foot;

So crook bakt, that he had no breast; sharp headed, where did shoot

(Here and there sperst) thin mossy hair. He most of all envied

Ulysses and Aecides, whom still his spleen would chide.

Nor could the sacred King himself avoid his saucy vein;

Against whom since he knew the Greeks did vehement hates sustain,

Being angry for Achilles' wrong, he cried out, railing thus:

#### Thersites Sites His Gross Raillery.

"Atrides, why complainst thou now? What wouldst thou more of us?

Thy tents are full of brass; and dames, the choice of all, are thine,

With whom we must present thee first, when any towns resign

To our invasion. I wantst thou then, besides all this, more gold

From Troy's knights to redeem their sons, whom to be dearly sold

I or some other Greek must take? Or wouldst thou yet again

Force from some other lord his prise, to soothe the lusts that raig

In thy encroaching appetite? It fits no prince to be

A prince of ill, and govern us, or lead our progeny

By rape to ruin. O base Greeks, deserving infamy,

And ills eternall! Greekish girls, not Greeks, ye are! Come fly

Home with our ships; leave this man here to perish with his preys,

And try if we helpt him or not; he wrong'd a man that weighs For more than he himself in worth; he forc't from Thetis' son

And keeps his prise still. Nor think I that mighty man hath won

The style of wrathfull worthily; he's soft, he's too remiss;

Or else, Atrides, his had been thy last of injuries."

#### Ulysses Punishes the Buffoon.

Thus he the people's Pastor chid; but straight stood up to him

Divine Ulysses, who, with looks exceeding grave and grim, This better check gave: "Cease, vain fool, to vent thy railing vain

On kings thus, tho it serve thee well; nor think thou canst restrain,

With that thy railing faculty, their wills in least degree;

For not a worse, of all this host came with our King than thee, To Troy's great siege; then do not take into that mouth of thine

The names of kings, much less revile the dignities that shine In their supreme states, wresting thus this motion for our home,

To soothe thy cowardice; since our selves yet know not what will come

Of these designments, if it be our good to stay, or go.

Nor is it that thou standst on; thou revilst our Generall so, Only because he hath so much, not given by such as thou But our heroes. Therefore this thy rude vein makes me vow (Which shall be curiously observ'd) if ever I shall hear This madness from thy mouth again, let not Ulysses bear This head, nor be the father call'd of young Telemachus, If to thy nakedness I take and strip thee not, and thus Whip thee to fleet from councell; send, with sharp stripes, weeping hence

This glory thou affect'st to rail." This said, his insolence He settled with his sceptre; strook his back and shoulders so That bloody wales rose. He shrunk round; and from his eyes did flow

Moist tears, and, looking filthily, he sate, fear'd, smarted, dried,

His blubber's cheeks; and all the preasse, tho griev'd to be denied

Their wisht retreat for home, yet laught delightsomely, and spake

Either to other: "O ye Gods, how infinitely take

Ulysses' vertues in our good. Author of counsels, great

In ordering armies, how most well this act became his heat, To beat from councell this rude fool! I think his saucy spirit,

Hereafter, will not let his tongue abuse the sovereign merit, Exempt from such base tongues as his." Thus spake the people; then

The city razer Ithacus stood up to speak again,

Holding his sceptre. Close to him gray eyed Minerva stood, And, like a herald, silence caus'd that all the Achive brood (From first to last) might hear and know the counsell; when, inclin'd

To all their good, Ulysses said: "Atrides, now I find

These men would render thee the shame of all men; nor would pay

Their own vows to thee, when they took their free and honour'd way

From Argos hither, that, till Troy were by their brave hands rac't,

They would not turn home. Yet, like babes, and widows, now they hast

To that base refuge. 'Tis a spite to see men melted so

In womanish changes; tho 'tis true, that if a man do go

Only a month to sea, and leave his wife far off, and he, Tortur'd with winter's storms, and tost with a tumultuous sea, Grows heavy, and would home: us then, to whom the thrice three year

Hath fill'd his revoluble orb since our arrivall here,

I blame not to wish home much more; yet all this time to stay,

Out of our judgments, for our end; and now to take our way Without it, were absurd and vile. Sustain then, friends; abide

The time set to our object; try if Calchas prophecied

True of the time or not. We know, ye all can witness well, (Whom these late death conferring fates have fail'd to send to hell)

That when in Aulis, all our fleet assembled with a freight Of ill to Ilion and her friends, beneath the fair grown height

A planate bore, about a fount, whence crystal water flow'd, And near our holy altar, we upon the Gods bestow'd

Accomplisht hecatombs; and there appear'd a huge portent, A dragon with a bloody scale, horrid to sight, and sent

To light by great Olympius; which, crawling from beneath The altar, to the platane climb'd, and ruthless crasht to death

A sparrow's young, in number eight, that in a top bough lay Hid under leaves; the dam the ninth, that hover'd every way,

Mourning her lov'd birth, till at length, the serpent, watching her,

Her wing caught, and devour'd her, too. This dragon, Jupiter,

That brought him forth, turn'd to a stone, and made a powerful mean

To stir our zeals up, that admir'd, when of a fact so clean Of all ill as our sacrifice, so fearfull an ostent

Should be the issue."

## Notes of New Books

Dean Andrew Fleming West, of the Graduate School of Princeton University, has collected a number of his papers and addresses, most of which have been read at educational meetings during the last few years. The title is *AMERICAN LIBERAL EDUCATION* and the problems dealt with are those of the college and university. Perhaps the most interesting of these is the one which tells of the attempt made at Princeton to retain the advantages of a small college in the midst of the complex life of a university by means of the tutorial system. Dr. West describes the workings of this man to man system and the results it has had already in the life and work of the student body, and draws some valuable conclusions from his observations. He is a student of the American college and university and writes not only with charm but with authority on the subject. His conception of what a university should be and his ideals of study apart from its commercial and professional uses are worthy of the best educational tradition. An altogether delightful book for educator and layman. (Charles Scribner's Sons, New York. 75 cents, net.)

Prof. Charles DeGarmo, of Cornell, in the introduction to his *PRINCIPLES OF SECONDARY EDUCATION*, calls attention to the fact that this portion of our educational system has no book specially devoted to its consideration. It is to furnish an adequate text-book for the study of high school courses and other problems that the present work has been prepared. The author wishes to make available for college and university classes the material necessary for intelligent study of the questions which center around the high school. This he has done satisfactorily.

Secondary education fills a twofold position: in the first place it is for many pupils the end of their educational course; for others it is a preparation for more advanced work to be taken up later on. The questions arising from this dual use, and from the widely differing needs of the pupils, are many. Dr. DeGarmo's grasp of the subject is broad and firm. He states the problems clearly and offers suggestions which will lead to thoughtful investigation and consideration on the part of the student. Educators may differ with the author's conclusions, but they cannot afford to disregard his opinions. Dr. DeGarmo's plan of introducing in the text topics for class discussion is a good one and adds much to its value as a text-book. The appendices will also be found of great use to the student, containing as they do a large amount of well arranged material. (The Macmillan Company, New York. \$1.25, net.)

The importance of supplementary reading can scarcely be over emphasized—that is if the proper material is chosen. If this is done it will be one of the most potent influences in teaching children to find for themselves the beauties and pleasures of literature. But the reading must be of the right kind. It must itself be literature of a high class, and at the same time must hold the attention of its readers. DeFoe's *ROBINSON CRUSOE* certainly falls within this category. It is in the first place a classic, and in the second place it is alive with an interest ever fresh to young people. To older people a desert island may call up visions of privation and hardship, but to a boy or girl the idea is full of marvelous possibilities. A new world is opened before the imagination, wonderful things must happen, strange adventures constantly arise. Crusoe himself just fits into the situation. He does exactly what the boys and girls would have done had they been so happy as to have been thus shipwrecked. What a capital story it is! and while it is entertaining them royally, it is—we might almost say insidiously—bringing them under the spell of fine literature. Mr. Ossian Lang, who has prepared the present edition, has evidently been mindful of these considerations. He has omitted whatever is not suited for the young readers of to-day or which would fail to interest them. At the same time he has followed the language of the original text that nothing of its charm might be lost. The illustrations are those of the great Cruikshank and add greatly to the attractiveness of the present edition. (A. S. Barnes & Company, New York. 50 cents.)

Maude Barrows Dutton's *STORIES OF GERMANY* form a supplementary reader which supplies a connected history of the German people, from the Cimbri and Teutons down to the present Kaiser Wilhelm. The various important events are presented in proper succession. The book will give the young a fair idea of the influence which the German people have had on the culture and progress of the world. Albrecht Dürer, Gutenberg's Invention of Printing, Frederick the Great, Schiller, Wagner, and Beethoven, are some of the significant topics. The style is clear and simple, the subject matter attractive, and the illustrations numerous and interesting. The book will prove helpful and pleasing both for the school and the home. Supt. F. Louis Soldan, of St. Louis, has written a trenchant preface to the book. (Cloth, 12mo, 192 pages, with illustrations. 40 cents. American Book Company, New York, Cincinnati, and Chicago.)

Few people of to-day have either time or inclination to read the long formal biographies which formed so large a part of the reading of our fathers and grandfathers. This may be a sad commentary upon present literary taste. It is nevertheless true. Many of us do, however, wish to gain in brief form a knowledge of great writers of the past, especially when at the same time we are presented with a vivid and accurate picture of the author's contemporaries and the life of the period. Tufor Jenks' *IN THE DAYS OF GOLDSMITH* is such a book. The London which Goldsmith knew is indeed interesting, with such men as Johnson, Reynolds, Burke, Garrick, and Chatterton it could not fail to be. The author has made both his principal character those notable friends of his very real for the reader. Another service for which the biographer deserves our thanks is the placing of Goldsmith in somewhat better perspective than his earlier biographers have done. It seems to have been a universal custom for those who have written of the author of "The Vicar of Wakefield" to represent him as a most eccentric person, whose foibles were more important than his genuinely great qualities and ability. Undoubtedly he had many peculiar traits, but back of them was the man of genius, and we should go far astray in our estimate of him if we failed to see in them more than accidental foibles of a truly great man. Mr. Jenks' delightful style makes his work delightful reading alike for old and young. It is a worthy companion to the author's other volumes of the *Lives of Great Writers* series. The volume is a well printed small 12 mo., with Reynolds' sketch of Goldsmith as a frontispiece. (A. S. Barnes & Company, New York. \$1.00 net.)

Perhaps no character of fiction has been more discussed or been more diversely interpreted than Hamlet. The criticisms have usually come in waves, each stamped with some general characteristic. The last of these critical waves has portrayed him as a man of delicate susceptibility and refinement, but almost totally devoid of force and decision. The view is summed up in the title—the melancholy Dane—so frequently applied to this greatest of Shakespeare's heroes.

The eminent German critic, Karl Werder, in his *THE HEART OF HAMLET'S MYSTERY*, takes issue with this interpretation. Those who present Hamlet as a man incapable of doing what he knows to be his duty would make his obstacles subjective. Werder would make them objective. He points out with much force that had Hamlet immediately killed his father's murderer, as these critics would apparently have him do, it would have been impossible for the Prince to have proved that his uncle was indeed guilty of the crime which alone could justify such an act. Dramatic necessity compelled Hamlet to make the death of his step-father appear in its true light—the judgment of Heaven with himself as the instrument. Conviction must precede and explain the punishment.

Dr. Werder's handling of the subject is masterful. From a careful reading of the text he piles up an almost irrefutable defense for his clearly stated conclusions. The book should be read by every lover and student of Shakespeare to appreciate the cogency of the arguments presented. The translation into English has been capably done by Elizabeth Wilder and an introduction is furnished by W. J. Rolfe. (G. P. Putnam's Sons, New York. \$1.50.)

## Received During the Week.

Beaton, James A.—*CONKLIN'S HANDY MANUAL OF USEFUL INFORMATION AND ATLAS OF THE WORLD.* Laird & Lee. 50 cents.

Chambers, Alfred B.—*EDISON'S HANDY ENCYCLOPEDIA AND UNIVERSAL HANDBOOK.* Laird & Lee. 50 cents.

Randolph, Anson D. F.—*THE CHANGED CROSS.* G. P. Putnam's Sons.

Voorhies, Felix—*ACADIAN REMINISCENCES.* The Palmer Company. \$1.00.

Gorreaux, G. F. and Barnett, P. A.—*THE STORY OF ROBINSON CRUSOE IN LATIN.* Longmans, Green & Co.

Hix, Melvin.—*ONCE UPON-A-TIME STORIES.* Longmans, Green & Co.

Hall, Eliza Calvert.—*AUNT JANE OF KENTUCKY.* Little, Brown & Co. \$1.50.

Meredith, Ellia.—*UNDER THE HARROW.* Little, Brown & Co. \$1.50.

Murray, Clara.—*THE WIDE-AWAKE PRIMER.* Little, Brown & Co. List Price, 30 cents.

Richmond, Celia and Richmond, Harriet Estelle.—*THE RICHMOND SECOND READER.* Little, Brown & Co.

Kratz, Henry Eton.—*STUDIES AND OBSERVATIONS IN THE SCHOOL-ROOM.* Educational Publishing Co.

Smith, Charles E.—*PITMAN'S CUMULATIVE SPELLER.* Isaac Pitman & Sons. 40 cents.

Languor and weakness, due to the depleted condition of the blood are overcome by Hood's Sarsaparilla, the great vitalizer.

## The Educational Outlook.

The superintendents of Minnesota are planning a permanent organization. At the fourth annual session of the Department of Superintendence of the State Educational Association, the matter was thoroughly discussed and a committee appointed to bring the subject before the department in a formal manner.

The Lower House of the Rhode Island Legislature has passed the substitute A of an act creating a "School board of the city of Providence." This is the bill which provides for a board of education of seven men, the mayor being an ex-officio member, and the others being appointed two a year, for terms of three years.

Superintendent Elson, of Cleveland, at a recent meeting in Chicago, proposed that manual training and art work should stand on the same basis as other instruction in regard to college entrance examinations.

"The idea of including these in the schedule 'took' immediately," said Mr. Elson the other day. "I was surprised that it had never been suggested before. It is generally conceded that as a mental training and discipline, art work and manual training have no superior. The matter is not finally settled, but will come up at the next annual meeting, where the committee appointed to consider it will make a report."

The Central Labor Union, Fitchburg, Mass., has voted to oppose the establishment of an industrial school by the State commission. The grounds of their objections are that it would establish a school for which the city would pay two-thirds of the expenses, but which would be under the control of the commission, and that the course proposed could be established much more economically in the schools already established.

The *Eagle*, of Wichita, Kan., in commenting upon the liberality of the Legislature in the matter of appropriations says: "When it came to providing for the educational institutions of the State, a pace was struck which paralyzes the rich old State of Missouri and which may prove discouraging to Kansas' other near and intimate sisters. One million one hundred and sixty thousand was the biennial sum total appropriated for the current expenses for the State University, the Agricultural College, and the State Normals."

Z. P. Metcalf, of the University of Ohio, has succeeded C. H. Allen of the high school of Bloomington, Ill. Mr. Allen has given up his work in biology to take up farming.

Sixty per cent. of the 20,000 applicants at the free employment bureau in Boston have no trade or training that fits them for anything but the commonest labor. On the other hand there are thousands of positions for which the bureau cannot find skilled laborers. Over four hundred applications for machinists, to mention but one class, have been received, and scarcely ten per cent. of these positions can be filled. Such statistics as these furnish splendid arguments for the establishment of industrial schools. The skilled worker need never look long for employment.

At the last meeting of the Alabama Educational Association in Mobile, President Abercrombie once more urged the importance of expert supervision. A

bill to secure this was, he said, one of the most important school bills before the Legislature. He warned his hearers that a determined effort would be made to defeat the bill on the ground that it took the choice of superintendent from the people and gave it to the county board.

The Delaware and Hudson Company is preparing to start a school for mechanical instruction in Carbondale, Pa.

A new Indiana law provides that no person shall be qualified to teach in an accredited school who is not a graduate of a standard college, university, or technical school, or of a normal school of rank equal to that of the Indiana Normal School. Demonstration of the instructor's fitness is required thru an examination before the State Teachers' Training Board, the State Board of Education. The provisions of the law are not construed to apply to teachers already employed in the normal schools of the State.

Among the papers that helped to make the meeting of the Ozark Teachers' Association a big success were "The Teachers' Professional Training," by Mr. Lynch, the president, and "The Mission of the South Missouri High School," by Mr. E. F. Peak and Mr. C. H. Simmons. The Association met at Norwood on March 30, with a good attendance.

John Cotton Dana, librarian of the Free Public Library, Newark, N. J., recently addressed a meeting of Superintendent Poland with his supervisors and principals. Mr. Dana discussed the division of time in school programs. There was a spirited general discussion, which seemed to indicate a general feeling of dissatisfaction with the present system, and many suggestions for rearrangement were made.

The German-American Alliance of Wisconsin played a prominent part in the late election of Milwaukee's school board. Letters were sent to all candidates, asking their position with regard to thoro instruction of German in the schools and good courses of physical training. All but two replied that they were in favor of the causes advocated by the Alliance.

A bill has been passed by the Pennsylvania Legislature which provides for the establishment of schools for immigrants. The success of the schools conducted for the foreign workmen engaged in the construction of the Pittsburg filtration plan suggested the present plan. It was found that the school did much to prevent disturbance among the laborers. It is hoped that similar schools established in different parts of the State may have equally beneficial effects.

A straw vote taken by the Milwaukee *Sentinel* showed 427 ballots cast for an elective school board and only seven for the appointive plan. A large majority of those that took part were in favor of representation by wards rather than by districts or electing the members at large. Another Milwaukee paper states that of forty-nine leading American cities in the country thirty-three elect the school boards by popular vote. It points to San Francisco and New York as cities where the appointive system has worked badly. The principal charge is against New York in that 70,000 children are on part time.

The Board of Education of Lockport, N. Y., has decided upon a sliding salary scale for the grade teachers, with a maximum of \$560. This action was taken in response to the efforts of the teachers to have salaries for all grades raised from \$300 to \$600 at the rate of \$50 a year.

Supt. P. P. Kennedy, of Fairmount, Minn., has been called to a similar position in St. Peter, in the same State.

Springfield's (Mass.) \$50 advance of the minimum and maximum salaries of grade teachers will cost the city about \$11,000.

Supt. Martindale, of Detroit, Mich., is seeking by every means to have the School Board use their utmost liberality in relieving the crowded condition of the schools. He told the Board that the overcrowding of the high schools is so serious that the opening of the Cass High School annex had made no appreciable betterment of conditions in the Central, Eastern, or Western High Schools. He cited the fact that the Central School was built to accommodate 1,600, while it is now housing 2,300 pupils. He particularly urged better accommodations in the central part of the city.

Superintendent Brumbaugh recently told a body of ministers in Philadelphia of the wretched condition of the city's schools and of the poor position of the Board of Education. "We all read," said Dr. Brumbaugh, "that the schools get \$6,000,000 from the State of Pennsylvania annually, but how much of this money does Philadelphia get? 'Not a cent.' The Board of Education has been bankrupt for ten years, and if it was a private institution there would have been a receiver appointed and it would have been put out of business long ago."

There is talk in Ohio of changing the method of raising the State school fund. Heretofore it has been raised by levy at each session of the Legislature. The amount appropriated usually amounts to about thirty-five per cent. of the State's income, and one of the plans suggested is to set apart this percentage by law for school purposes. The yearly wrangling over the amount to be voted would then be avoided.

The annual election of officers of the Woman's Educational Club of Toledo, Ohio, resulted in the choice of Mrs. Gilbert Harman as president. In reviewing the year's work the Club felt most satisfaction with its successful efforts in establishing and maintaining a playground at the Erie School.

Mrs. H. B. Conrad, president of the Parents' Association of Tioga, Pa., told the members at their recent meeting that it was unwise to keep children from school until they are six years old. She said that it was not fair to the teachers and was injurious to the children to keep them at home so long. Obedience to other than parental authority should be learned early and she advocated the kindergarten as the means of introducing the child to the outside world.

Many Denver people are supporting the Craig educational bill in the Colorado Legislature, simply because it would safeguard the school elections. The feeling upon this point is so strong that they are willing to advocate the measure, even tho they do not approve of all its provisions.



### Let the State Do It.

Pres. Henry S. Pritchett, of the Carnegie Foundation for the Advancement of Teaching, has given an answer to the officers of the National Association of State Universities, who urged that the professors of State universities be admitted to the list of those to be pensioned by the fund.

It is doubtful, he says, whether the intervention of a private agency, even if it be national in its scope, offering to all States the benefits of a retiring allowance for teachers, would not greatly weaken the sense of responsibility of the States for educational support.

The real problem of a State university, he says, is that of obtaining the confidence and the appreciation of the whole people of the State. With this accomplished, he thinks all things are possible, including retiring allowances.

He says that the States have not yet failed to respond to any real demand of the time for higher education, and he believes that those who govern the State universities may appeal with certainty to the patriotism and intelligence of their States in this cause, as in the others which preceded it.

The plea that a State provides grudgingly for its university is not, he says, in his judgment, any reason why the board of which he is president should go to its assistance.

The purpose of the Carnegie Foundation, he says, is to develop a system of retiring allowances in the higher institutions of learning in the United States, Canada, and Newfoundland, in such manner as to serve the best interests of the general body of teachers.

### Attempt to Supersede the Courts

A New Jersey paper bitterly attacks the State Board of Education and the centralization of power in this body.

"The latest attempt in this direction was a bill, which would take from the teachers the right of appeal to the courts and transfer it to the State Board. The bill didn't progress beyond the discovery of its purpose.

"Its introduction, however, had the effect of exposing the truly sublime pretensions of the Board.

"Think of these comparatively unknown men, not competent, as far as it is known, to intelligently exercise the great power they already possess, asking for the right to supersede the courts!"

### All the Appropriation Needed.

The Western University of Pennsylvania is strongly protesting against any cut in the appropriation which the State has been asked to make. The total asked for is \$349,000. The largest item is \$250,000 for a school of mines. The friends of the University urge with much reason that Pittsburg, of all places in the country, is a fitting place for such a school. They also point out that the section of the State contributes largely to the general revenues and that the young men and women, many of whom cannot afford to go to Philadelphia for their education, should be supplied with an adequate institution nearer home.

### Another Blow at Fraternities.

The Board of Education of Springfield, Mass., has passed resolutions fully defining "official recognition" of the secret societies which previous resolutions had already forbidden. A portion of the resolution reads thus:

"It is also the judgment of the Board that membership, active or post-graduate, in a secret fraternity or sorority, or patronage of such society in any other manner on the part of any teacher or other official of the public schools, constitutes official recognition within the

meaning of the foregoing resolution."

Almost all the high school teachers belong to one or another of these organizations. They will now either have to resign membership or sever their connection with the schools.

### Aim of Public School System.

State Supt. Fassett A. Cotton, of Indiana, in his latest report urges the importance of consolidation.

"The chief claim," he says, "of the free public school system is that it offers equal opportunity to all. There is, however, a startling discrepancy between claim and reality. Equal opportunity means equal length of term; it now ranges from six to ten months. It means equal material equipment; it varies now from the most ancient, most poorly constructed, most uncomfortable single room school-house in the remotest district, to the handsomest, best constructed, most completely furnished, most comfortable modern building, in the most accessible location. It means equal supervision; supervision now varies from the single visitation of the county superintendent, to the closest daily sympathetic aid of the expert supervisor. It means equal teaching ability; this now ranges from absolute incompetency to the highest and most skilful professional proficiency. It means equal facilities for the grades; in the district school there is one teacher in one room with from five to eight grades, teaching twenty to thirty-five classes; while in the town and city schools and in many consolidated schools each grade is provided with a teacher. It means equal high school privileges; in some townships there are no high schools at all, and in many townships there are none worthy of the name; in many there are short-term high schools with inadequate teaching force; in many centers there are well-equipped long-term high schools that do work in every respect equal to the best high schools in towns and cities. Equal opportunity means equal advantages in every respect."

### Professors' Houses.

A number of alumni of Princeton University have adopted a very practical plan for making the salaries of professors more nearly meet the advancing cost of living. A company has been formed and a tract of land purchased near the lake given by Mr. Carnegie. On this land the company is erecting a number of artistic and well built little cottages. These will be rented to faculty members at reasonable rates—say from \$27 to \$50 per month. The rent will make the company an ample return on its investment and at the same time free the professors from paying the exorbitant rentals usually charged.

### Arbitration Rejected.

Commissioner Wilmer, who at a previous meeting failed in an attempt to have the Board take steps towards the establishment of a committee of arbitration where the differences between teachers and the Board might be settled, made another effort at the meeting on April 10.

A close vote threw the decision against the resolution presented. It is a great disappointment to those who believe that a way had been discovered of bringing the Board and the teachers into more harmonious relations.

### Grit.

Miss Agnes Reed, of Mount Washington, Mass., has a splendid amount of grit. A few weeks ago she went down hill on a sled with some of her pupils. The sled turned over but no one but Miss Reed was hurt. She had her pupils draw her to the school on their

sled and then carry her into the school building. She taught as usual for two hours and then had to give up. An examination showed that one ankle was sprained and a bone broken in the other.

### The Men Who Excel.

John Wanamaker recently said to the boys of Pierce School, Philadelphia:

"Only the man who has something in his brain, his eyes, and his fingers, who has laid within himself a foundation of useful knowledge, is safe in this world, and the only men who can excel are those who can do these things better than their fellows."

This was the first of a series of addresses before the school. Other speakers will be William P. Wilson, Gen. Louis Wagner, Richard A. Foley, and W. T. Ralph.

### Service That Accomplishes.

For twenty-five years Mrs. May Wright Sewall has been teaching girls in Indianapolis. During this period she has been the principal of the Girls' Classical School, of which she was the founder. In Mrs. Sewall's diary is found an entry under the year 1882 which reads thus:

"To-morrow I shall begin a work to which I intend to give the best part of my life for the next twenty-five years. I hope that in that time I shall have done something toward developing what seems to me more correct and beautiful ideals of the education of young girls."

And now the quarter of a century which she allotted to this work has come to an end.

"I have followed my plans," said Mrs. Sewall, the other day, smiling, after quoting from her diary, "and I intend to follow them to the end and resign my work on commencement day, June 5."

What a city owes to the teachers of its boys is usually very apparent, but what those who have trained a city's girls have done to make the individual homes of that city bright, cheerful, and well managed is less easy to see but no less valuable.

### Recent Deaths.

Brother John Chrysostom died on Wednesday, April 10. He was one of the pioneer Christian Brothers in this country. He was born at Manayunk, Pa., eighty-six years ago. At the age of twenty he entered the order. His first work was connected with the Academy of the Holy Infancy in New York. The Academy eventually extended its scope and became Manhattan College. Brother Chrysostom resigned the directorship some years ago on account of failing health.

### The Rev. Armory D. Mayo.

The Rev. Armory Dwight Mayo died at his home in Washington on April 8. He was in his eighty-fourth year. A native of Warwick, Mass., he was educated in private schools and later at Amherst College. For many years he was a minister, occupying pulpits in Cleveland, Albany, Washington, and other places. In 1880, however, he gave up this work and devoted the rest of his life to education. The South was the particular scene of his labors and to-day owes much to his earnest endeavors. Dr. Mayo, in the course of his work, collected a vast amount of material relating to the educational history of this country. Part of this has already been published by the Bureau of Education in his "History of American" Schools, but much still remains for future publication. Only those familiar with the great educational advance which the South has made in the last few years can realize how much is due to the untiring efforts of this splendid man.

### Socialism in School Systems.

The New York *Evening Sun* is moved by the suggestion that the city provide eyeglasses to children in need of them to comment upon what it considers the socialistic tendency of our school systems.

Presently, it says, we shall have a generation of children who will be taken practically from the cradle to the kindergarten, and from that time until they are turned out the finished product of technical training schools and placed in State-supplied jobs, the State, thru the school system, will be their mother and their father. They may lodge at what by courtesy may still be called "home," tho that is not at all certain. It is very doubtful if they will be boarded or clothed or doctored there. When we have arrived by the present insidious but progressive stages at that happy fulfilment of pedagogic hopes and plans we will, without really being aware of it, have slipped into our socialistic State, for the future belongs to the young and the young will be men and women trained to have the State do everything. Of family life they will know little or nothing. Of the individualistic organization of society they will have only an academic conception.

### English Latin.

The head masters of English public schools at a conference at Malvern discussed the question of the pronunciation of Latin. Thirty years ago it was generally agreed that the schools should adopt the Continental pronunciation, but Oxford and Cambridge have not been following suit and the movement has not made much progress. The head masters again by a majority of three to one favored the Continental pronunciation, but it is considered that it will be a long time before Oxford will abandon the English pronunciation, for which the head master of Westminster pleaded on the ground that it was intelligible to Englishmen and helped them to understand their own language.

### Starting School Gardens.

Miss Stella Nathan, supervising principal of school gardens in Philadelphia, has mapped out the work to be done this summer.

About two thousand children will have plots and some seven thousand more will find work to do in class plots which they will visit weekly with a teacher.

Planting seed and early work will begin this month. In addition to vegetables usually raised in this part of the country there will be small crops of cotton, peanuts, tobacco, and flax.

### Berea College.

A trustee of Berea College states that there is no provision in the original charter that the institution is to be for both negroes and whites. He says also that no gift of any significance was ever presented to the college especially for the colored race. At the time Kentucky passed the law prohibiting inter-racial education the white students at Berea outnumbered the colored. The latter were therefore delegated to another institution.

The case testing the constitutionality of the law is now pending in the United States Supreme Court.

*Health*, a weekly journal published in London, England, in speaking of anti-kamnia tablets, says: There is no remedy so useful and attended with such satisfactory results in the treatment of melancholia, headaches, and emotional distress. We would suggest a few tablets for the family medicine chest, in readiness when needed.

### What Is Industrial Education.

"Too often the conception of industrial education sees in skillful manipulative processes of value to the individual, the chief end of such education, and fails to recognize the extent and importance of the moral and mental training involved in securing this end.

"Industrial education has for its purpose the acquiring of a body of usable knowledge of greater or less extent relating to industrial conditions, processes, and organization, and to the administration of affairs incident to the environment of the individual being educated, involving the gaining of some skill in the use of such knowledge, and the securing of mental, esthetic, and ethical training thru the acquisition and use of the knowledge indicated."

The above is taken from the annual report of State Supt. F. A. Cotton, of Indiana.

### Here and There.

Prof. Charles H. Judd, of Yale University, and Supt. Robert H. Small, of the Normal School of Fitchburg, Mass., are among the speakers scheduled to address the meeting of the Eastern Connecticut Teachers' Association on May 10, at Norwich.

The State Board of Normal School Regents of Wisconsin, has chosen Mr. V. E. McCaskill as President of the Superior Normal School. Mr. J. C. McNeal, the former president, resigned to take charge of the schools of Memphis, Tenn.

Indianapolis will have a six weeks' summer school this year as usual. Charles S. Thomas, of the Shortridge High School, and E. Fiske Allen, of the Manual Training High School, will be in charge.

The work in the summer school is primarily designed for students who desire additional high school credits and for those preparing to enter high school from the grades, and those desiring to enter college or normal school without completing the high school course.

Toronto, Ont., is busy discussing the high school entrance examinations. An agitation has been started to abolish them. The supporters of the movement, in addition to the arguments against examinations in general, urge that there should be no great gulf between the primary and secondary schools of the same system.

The Free Public Library, of Newark, N. J., is at present conducting one of its many useful and interesting exhibitions. This time it is a Forestry Exhibition. Fine collections of fruits, leaves, woods, etc., were secured from many sources. There were also many pictures illustrating phases of tree life, planting, pruning, the protecting of trees against injurious insects, and other matters of interest. The teachers have been especially invited to get their children to attend. The exhibition opened April 12, New Jersey's Arbor Day, and will remain open until May 5.

The United States Civil Service Commission has announced an examination on May 1 and 2, to secure an eligible list from which to make certification to fill at least one hundred vacancies for male teachers in the Philippine Service. The initial salaries range from \$1,000 to \$1,200. Those appointed will be eligible for promotion to the higher grades of the service, with salaries ranging from \$1,000 to \$2,000. A list of places at which the examination will be held will be furnished by the Civil Service Commission upon application.

### Summer School Notes.

The University of California has secured a large number of prominent educators to conduct courses at its summer session. The list includes such names as John Adams, professor of education, University of London; Dr. John E. McTaggart, Trinity College, Cambridge, England, philosophy; Simon Newcomb, U. S. Naval Observatory, astronomy; Prof. W. MacDonald, Brown University, history; and Clifford H. Moore, Harvard University, classics. A number of the regular faculty will remain for the summer work. Students who desire to attend the N. E. A. convention at Los Angeles be excused from their classes for the purpose.

Prin. A. A. Upham has issued a preliminary announcement of the Normal Summer School at Whitewater, Wis. In it he calls attention to the recognition given by the State to those taking the course offered in primary methods. A renewal of certificates is granted to teachers taking this course for two weeks. The full course lasts six weeks, commencing July 8.

Those for whom the University of Syracuse has designed the courses of its summer school (July 5 to August 16) are: (1) Teachers of themselves for college entrance or for State preliminary examinations; (2) students who wish to review preparatory work before presenting themselves for College entrance or for State preliminary examinations; (3) college students who have entrance or other conditions to remove, or who wish to shorten the regular college course by gaining credit in the summer session; (4) any others who may be qualified to take the work.

The State Normal School at San Jose, Cal., will lay particular emphasis on educational courses at its summer session. Prof. Henry Suzzalo, of Stanford University, will lecture in this department as well as President Dailey and Dr. Schallenberger. A recess will be given from July 3 to 15, to permit those who so desire to attend the N. E. A. convention at Los Angeles.

The University of Colorado, at its summer school will offer courses in Mathematics, Greek, Latin, Geology, Physics, Chemistry, Zoology, Botany, English, German, French, Spanish, Philosophy, Psychology, Education, History, and Sociology. There will also be special lectures by well-known speakers.

The University of Tennessee will offer one hundred and fifty courses at its summer school this year. The faculty will number about seventy-five.

The University of Michigan, on its fourteenth summer session will open its departments of Literature, Science and Arts, Engineering, Medicine and Surgery, and Law. All courses will close August 2, with the exception of the Law courses, which will continue for two weeks longer.

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## In and About New York City.

The Board of Examiners has published the eligible list for principals of vacation schools next summer. There are fifty-two names on the list. Eleven women tied for first place, each making a perfect mark in the examination.

The women teachers of New York feel that they have indeed won a victory in the resolutions adopted by the Board of Aldermen:

"Whereas, There has been introduced into the Legislature of the State of New York to an act, Senate Bill Int. No. 328, entitled 'An act to amend the Greater New York charter in relation to the fixing of salaries by the Board of Education,' which bill has for its object the praiseworthy purpose of equalizing the salaries of teachers and others engaged in carrying out the principles of public education as established in the City of New York; therefore, be it

"Resolved, That the Board of Aldermen of the City of New York heartily indorses the object sought to be obtained by said measure and recommends its passage by the Legislature; be it further

"Resolved, That the clerk of this Board transmit a copy hereof, properly authenticated, to the clerks of the Senate and Assembly."

It was pointed out by Alderman Meyers that the Senate committee's bill had replaced the McCarran bill, but other members of the Board declared that they were desired to express their approval of the principle involved.

The Board of Education has authorized Superintendents Straubenmuller and Edson to visit institutions for deaf mutes at Hartford, Northampton, and Boston. This has been done in order to facilitate in the organization of such a school by the city.

Public School No. 1, Manhattan, was the recipient a few days ago of a silk flag from Lafayette Post, No. 140, of the G. A. R. The presentation was made by the patriotic instructor of the post, Col. H. P. Butler. Israel Wallace, of Class 8B, responded in behalf of the school.

In addition to the N. E. A. tours being arranged for by the New York and Brooklyn Teachers' Associations, one is being planned by James C. Byrnes, of the Board of Examiners. Mr. Byrnes is State director of the N. E. A. Superintendents Straubenmuller and Dwyer, and Principals Ellen T. O'Brien and C. O. Dewey are co-operating with Mr. Byrnes.

The New York Board of Aldermen are reported to be holding up the necessary appropriation for the instalment of fire-alarms in the Brooklyn schools. The Montreal disaster should be sufficient warning against any false economy in this direction.

Petitions signed by members of all the Afro-American churches in Brooklyn asking for the establishment there of an evening industrial school where negroes may be taught trades, will be presented to the Board of Education shortly. The petitions were circulated in the churches and more than six hundred signatures were secured. It is proposed to teach typewriting, stenography, bookkeeping, millinery, and dressmaking, and such other trades as conditions warrant when the work has been started.

On April 13 the Schoolmasters' Association considered the subject of "An Efficient Education," as ably presented by Professor Hanus, of Harvard University. After the regular meeting the annual breakfast was held at the Hotel Marlborough.

The Brooklyn Women Principals had Miss Grace Strachan as their guest of honor at the annual dinner last week. Among the other after-dinner speakers were Miss Emma L. Johnston, principal of the Brooklyn Training School; Miss Curtis, Mr. Eliot, Miss Quinn, and Commissioner Wilson.

The Board of Education has authorized a distribution of the library fund on the following basis.

First: To schools having both grammar and primary classes, twenty-three

cents per volume required to complete class libraries.

Second: To primary schools, nineteen cents per volume required, as the average cost of books for primary grades is much less than for grammar grades.

Third: To schools having grammar classes only, twenty-nine cents per volume required.

Fourth: To schools requiring class libraries complete, one dollar per class for reference books.

Fifth: To Madison Avenue School for Cripples, twenty-five dollars; Cripple School, annex to Public School 147, twenty-five dollars; Brooklyn Truant School, fifty dollars.

This will leave a balance in the library fund of \$2,430.88.

There are at present 12,406 classes in the elementary schools, and 10,792 are provided with libraries aggregating 403,659 books.

### City College Club.

The special feature of the City College Club's meeting on Saturday, April 20, was the report of the committee appointed at a previous meeting to consider the question of the merging of the College with the Normal College. The committee was composed of Fred. Hobar, '60, chairman; Jos. S. Wood, '61, and R. L. Sweezy, '74.

Judge Robert J. Wilkin, of the Court of Special Sessions, Brooklyn, addressed the Club on the subject of the Children's Court in the city of New York.

### Physical Training Methods.

A conference of the principals and teachers of districts Nos. 25 and 26, was called last week by Dr. Crampton, who has charge of physical training work in the Bronx and part of Manhattan.

Pupils of Public School 32, the Bronx, illustrated some of the new features of the training now given. They danced the German clapping dance, and the Swedish running dance. Children from Public School No. 4, the Bronx, illustrated a two-minute drill designed for use in the class-room between the study periods.

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### Fighting Equal Pay.

The passage of an "equal pay" bill, by the New York Senate, has stirred the opponents of such legislation to make every effort to defeat it in the Lower House.

Thru the efforts of certain members of the Board of Education a hearing was secured before the Assembly's Cities Committee. Commissioner S. Abraham Stern is one of the leaders of the opposition. In a letter to one of the papers he makes the following assertions:

"The statement of those back of the bill that it protects primary women, is not borne out by a legal study of its provisions, which reveal startling favoritism to women teachers in the upper grades, and a total neglect of the rights of those below the 4B grade. The supposed assignment of the two-thirds of the salary fund to the primary teachers is not in the bill. The division contemplated by the bill is that the teachers in the upper grades are to receive increases in salary ten times greater than those for the primary women. The equalization principle will apply only to those teachers above the 4A grade. This means that women teachers in the 4B grade and upward are to receive \$920 a year more than women teachers in the 4A grade and downward. This sudden demarcation in salary between the 4A grade and the 4B grade can mean but one thing—that the experienced teacher below the 4B grade will turn heaven and earth to get out of the lower grades into the grades above the 4A, where salaries will be \$920 greater."

Another argument, and one of really greater interest to the city at large is also being used. The schools exist solely for the proper training of the city's children, both for their own sakes and with a view to the quality of citizenship of the future. There are hundreds of thousands of children, and the citizens are contributing millions of dollars annually for their education. The Board of Education is placed in charge of this fund, and is entrusted with the direction of the instruction to be given. By its wisest management the Board—not infallible, but at least conscientious—is unable to supply the children under its care with the best training possible. Its funds are insufficient. A proof of this is the fact that over 60,000 pupils are now on part time.

Furthermore, the Board has experienced no great difficulty in securing women to teach in the schools at the present schedule. In spite of these well-known facts these women, numbering in all less than 15,000, are seeking to compel the Board to expend the money entrusted to it in a way not in accord with its best judgment. In other words, to force these men, because they are public servants, to disregard solid business principles, disregard the laws of supply and demand, and pay a higher than market price for the services of women teachers.

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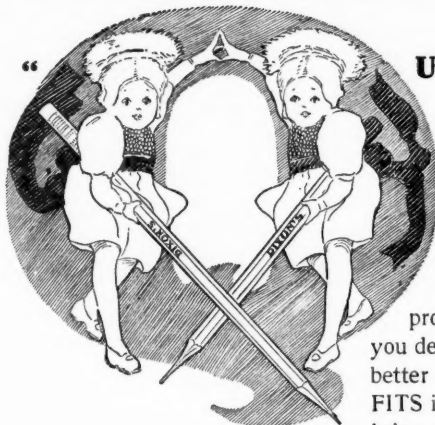
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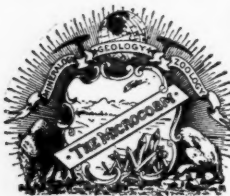
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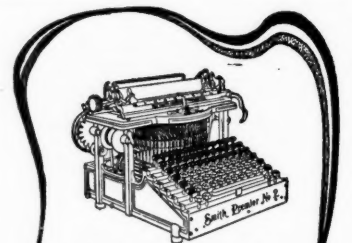
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